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ABSTRACT

This document is intended to assist state and local administrators and other persons working with special needs persons in strengthening the transition of learners with special needs to workplaces and continuing education programs. Most of the literature and resources cited pertain to transition for youth and adults who are handicapped or disabled, although some resources pertain to transition for students who are disadvantaged or limited English proficient. The materials included in this guide were located through searching computerized databases; reading electronic bulletin boards; identifying article references and journals; contacting publishing companies, associations, and organizations; contacting selected state and federal special needs transition projects; and interviewing state personnel responsible for vocational education for persons who are handicapped, disadvantaged, and limited English proficient. For each entry, an annotation is provided, along with the price and ordering information whenever possible. Resources listed include print resources (general literature on school-to-work transition; specific aspects/components of transition; professional resources such as bibliographies, directories, and resource guides; journals; newsletters; agencies, associations, and organizations; centers for educational information/services; clearinghouses; computer-based networks; databases; projects; national networks; and professional networks. An appendix gives resource addresses. (KC)

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**RESOURCES TO FACILITATE THE
TRANSITION OF LEARNERS WITH
SPECIAL NEEDS FROM
SCHOOL-TO-WORK OR
POSTSECONDARY EDUCATION**

Compiled by

Sheri C. Kallembach

Technical Assistance for Special Populations Program (TASPP)
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Sheri C. Kallembach

PREFACE

In enacting the Carl D. Perkins Vocational Education Act of 1984, the Congress focused heavily on assuring full educational opportunity to special populations. To assist professionals and policymakers in this area, the National Center for Research in Vocational Education is charged with responsibility for providing "technical assistance to programs serving special populations including the handicapped and individuals with limited English proficiency" (P.L. 98-524, the Carl D. Perkins Vocational Education Act). The Technical Assistance for Special Populations Program (TASPP) of the National Center serves to meet that mandate. Located at the University of Illinois site, the overall goal of the TASPP program is to provide professionals and policymakers with an array of services designed to assist in the improvement of vocational education programs for youth and adults with special needs.

This document, produced by the Technical Assistance for Special Populations Program at the University of Illinois, is an extension of the effort devoted to one of the national education priorities of the decade, the transition of learners with special needs from school to work. It is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, and others interested in strengthening the transition of learners with special needs to workplaces and continuing education programs.

Initiated in 1984 by the U.S. Office of Special Education and Rehabilitative Services, the School-to-Work Transition priority has become a national concern for several fields beyond special education. Within the Perkins Act, vocational education programs must provide to students who are disadvantaged and handicapped a number of specialized services, including services to facilitate transition to either employment or further education (P.L. 98-524, Section 204(c)). The content of this document takes a broad view of school-to-work transition. To assure that special population students completing vocational education are successfully placed (i.e., transitioned), it is important that these programs include the capability to provide: assessment and evaluation, career guidance and counseling, appropriate curricula and effective instruction, parental involvement, and sound placement services. Each of these major components is essential to achieving the educational outcome of a successful transition for all special population students.

The majority of the literature and resources cited herein pertain to transition for youth and adults who are handicapped or disabled. This is attributable largely to the leadership that the field of special education has provided for the transition initiative, as well as to the existence of the large professional enterprise which supports the fields of special education and rehabilitation. Unfortunately, the support systems for students who are disadvantaged or limited English proficient at both the secondary and postsecondary levels are not as well organized, often have fewer professionals per student, and not as well-funded as special education and vocational rehabilitation programs. However, many vocational education programs and projects nationally are developing strategies for either: (a) successfully integrating students who are disadvantaged or limited English proficient with students who are disabled in regular vocational programs, or (b) adapting the various transition models and strategies for students who are disabled to fit the needs of other special population learners. Some resources pertaining to transition for students who are disadvantaged or limited English proficient are listed within this Resource Guide. As the materials are made available, future materials developed by TASPP will contain more resources for disadvantaged and limited English proficient populations.

The materials included in this guide were located through: searching computerized databases; reading electronic bulletin boards; article references and journals; contacting publishing companies, associations, and organizations; contacting selected special needs transition projects funded by State Boards for Vocational Education and the U.S. Office of Special Education and Rehabilitative Services (OSERS); and interviewing several state personnel responsible for vocational education for persons who are handicapped, disadvantaged, and limited English proficient. This guide is not intended to be an exhaustive listing of all available resources, but rather materials are included which are representative of the common components of the transition process. For each entry, an annotation is provided along with the price and ordering information whenever possible.

PRINT RESOURCES: GENERAL LITERATURE ON SCHOOL-TO-WORK TRANSITION

The entries in this section represent some of the current literature and information on specific components on the school-to-work transition process. The General Literature section includes documents which provide general models of transition-oriented programs or an overview of several components of the transition process.

American Vocational Association, Division of Special Needs; Council for Exceptional Children, Division on Career Development; & National Association of Vocational Education Special Needs Personnel. (1985). Decade of the disabled: Transition to work and life. Proceedings of the International Conference (3rd, Las Vegas, Nevada, October 9-12, 1985). Arlington, VA: Author.

This report includes 87, 1-page abstracts of presentations delivered at a conference on transition to work and life for **disabled students**. Topics are grouped into (a) career/vocational assessment; (b) transition projects; (c) elementary career development, rural, severely handicapping conditions and personal/social adjustment; (d) postsecondary, business/industry linkages; and (e) personnel preparation. (106 pages)

Berkell, D. E., & Brown, J. M. (1989). Transition from school to work for persons with disabilities. White Plains, NY: Longman Inc.

In this book the authors address the key issues in the transition process, and review how current practices and trends affect clients, professionals, and families. It covers the background of transition as an area of concern and research and how it is viewed by various experts; transition as a labor/economics issues; the educator's role in the transition process; issues and strategies for job development and follow-up services; services provided for clients and families; collaboration among professionals, clients, and families; and the roles, rights, and responsibilities of parents in the transition process. The book concludes with an analysis of how each of the important factors in transition works, and examines developments and changes that may lie ahead. (251 pages, \$19.50)

California State Department of Education, Office of Special Education. (1986). State wide intraeducational

and interagency approach to meeting the vocational needs of a wide-range of disabled learners. Final report. Sacramento, CA: Author.

A project was designed to improve employment preparation, development, and opportunity for **handicapped learners** through preservice training of California personnel who deliver vocational and special education. The project developed training modules to be shared by California universities and disseminated to other schools. This report summarizes the purpose, design, management, and evaluation of the project, providing information on the number of people trained, impact on other institutions and programs, accomplishments to date, changes in goals and resources, evaluation methodology and criteria, and effects of the program on those being served. Also appended are 17 preservice training modules on topics which include relevant state and federal legislation, funding, parental involvement for transition, and model vocational special needs programs. Each module includes a competency description, rationale, objectives, prerequisites, evaluation procedures, content outline, learning activities, resources, and references. (353 pages)

Chadsey-Rusch, J., Hanley-Maxwell, C., Phelps, L. A., & Rusch, F. R. (1986). School-to-work transition issues and models. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

The report, which is part of a series, contains four papers concerning school-to-work transition issues and models. Included are "Secondary Special Education and Transition from School to Work," "A Multi-Level Perspective on Job Terminations for Adults with Handicaps," "Introduction to Supported Work," and "The Ecology of the Workplace." (105 pages)

Charner, I., & Fraser, B. S. (1988). Youth and work: What we know, what we don't know, what we need to know. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

A comprehensive analysis of research on the educational, occupational, and personal benefits youth accrue through work is presented in this Working Paper. It examines work patterns of demographic subgroups, roles and responsibilities of youth workers, reasons for and attitudes toward participation in work, and actual work experiences. (\$10.00)

The Council for Exceptional Children. (1987). The transition of youth with disabilities to adult life: A position statement. Reston, VA: The Division on Career Development.

This position statement developed by the DCD outlines their viewpoint regarding the transition of **disabled individuals** from school to employment and independent living in the community. It presents DCD's role of transition in relationship to career development. It contains a listing of resources and readings on transition. (15 pages)

Cruickshank, W. M., & Kliebhan, J. M. (Eds.). (1984). Early adolescence to early adulthood, (Volume 5), The best of ACLD. Pittsburgh, PA: Syracuse University Press, ACLD.

Collected papers of ACLD 1983 conference on **learning disabled teenagers and young adults** are presented in this publication. It includes independent living, social and emotional development, coping skills, study techniques, employment, and assessment.

Cummings, R. W., & Maddux, C. D. (1987). Career and vocational education for the mildly handicapped. Springfield, IL: Charles C. Thomas Publisher.

An overview of the contents in this book include chapters on the **mildly handicapped**, career education for handicapped populations, career/vocational assessment and evaluation, traditional approaches, and issues in career and vocational education for the handicapped and mildly handicapped. Also included are recommendations for changes in the public schools, transition and postsecondary recommendations, and a proposed career/vocational curriculum. A bibliography is included. (262 pages, \$38.25)

Diniz, F., & Kropveld, P. (Comp.). (1984). The preparation of young people with special needs for an active adult life--An exploratory study 2nd version. Brussels, Belgium: Association for Teacher Education in Europe.

This publication presents the exploratory study which sought to examine the special educational needs of **young people aged 14 and above** from several European countries with disabilities preparing for the transition from school to adulthood. Major issues addressed were citizenship (social and life skills), the world of work, and recreation. Seven pages of references are appended. (91 pages)

Dowling, J., & Hartwell, C. (1988). Compendium of project profiles 1988. Champaign: University of Illinois, Secondary Transition Institute Intervention Effectiveness Institute.

This document is a directory of grants funded under the OSERS Secondary and Transition initiative. It includes a description of the Federal Transition initiative and the role of the Transition Institute at Illinois, a summary of the descriptive data collected from the projects in each of the current competitions, a summary of each individual competition, a summary of the projects funded under the competition, and a guide to the projects' specific evaluation components and program characteristics. This publication is also useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. (329 pages, \$8.50)

Duva, J., & Raley, G. (1988). Transitional difficulties of out-of-home youth. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper presents a targeted look at a vulnerable part of the youth population--**foster care youth and runaways**--who they are, how many there are, what programs serve them, what special problems they encounter in their transition to adulthood, and what more needs to be done. It examines independent living programs that assist **older, out-of-home youth** in preparing for life and work. (\$10.00)

Elrod, G. F. (1986). Work experience for the rural, special needs student: A pipe dream or a possibility? Bellingham, WA: National Rural Development Institute.

This paper, presented at the Annual Conference of the National Rural and Small Schools Consortium, concludes that work experience programs help **rural handicapped, learning disabled, and economic/culturally disadvantaged students** to make the transition from school to young adulthood. Vocational and prevocational work experience programs can assist in changing established behaviors and developing work behavior appropriate to rural employment needs. Procedures for building work experience programs in rural schools are included. Appendices provide sample forms for evaluating potential work experience sites, student personal information/self-evaluation, work evaluation forms, liability waivers, job training agreement, work experience contract, and evaluation questionnaires. (27 pages)

The ERIC Clearinghouse on Adult, Career, and Vocational Education. (no date). The role of vocational education in the transition of special needs youth. Columbus: The Ohio State University.

This monograph focuses on the role which vocational education should play in the transition process for **special needs youth**. It presents a review of recent studies of the vocational adjustment of special needs youth, the types of skills needed for successful transition to the world of work, the disciplines involved in the transition process and the services they have to offer, roles which the field of education might play in this process, and the implications these roles hold for personal preparation, research, policy development, and programming activities.

ERIC Clearinghouse on Adult, Career, and Vocational Education. (1987). Role of vocational education in transition services for handicapped youth (ERIC Digest No. 47). Columbus: The Ohio State University.

This Overview defines transition and highlights the following topics: how transition can be facilitated, the role of vocational education in transition services, the benefits of coordinating services, and current problems in coordinating services. It also describes some exemplary transition service projects. A list of references is included. (1 page, no charge)

ERIC/CEC. (1986, December). Transition from school to work for handicapped young people (Computer Search Reprint No. 533). Reston, VA: Author.

This computer search reprint contains approximately 100 citations of journal articles, documents available from ERIC, commercially published materials, and doctoral dissertations. (72 pages, CEC Member Price, \$12.80; Non-member price, \$16.00)

Friedenberg, J., & Bradley, C. (1984). The vocational ESL handbook. Rowley, MA: Newbury House.

At the time of printing, an annotation was not available.

Gardner, D. C., Beatty, G. J., & Gardner, P. L. (1984). Career and vocational education for mildly learning handicapped and disadvantaged youth. Springfield, IL: Charles C. Thomas Publisher.

This book provides an indepth view of individual career/vocational assessment and program evaluation, curriculum modification, mainstreaming in the community--myths versus facts on hiring **handicapped disadvantaged youth**, and planning and monitoring IVEPs. (222 pages, \$23.00)

Gaylord-Ross, R. (Ed.). (1988). Vocational education for persons with handicaps. Mountain View, CA: Mayfield Publishing Co.

This book describes the multifaceted process of career preparation for **persons with handicaps**. The field is diverse and encompasses information and methods from teaching, business, counseling, administration, psychology, and economics. The contributors to this volume provide state-of-the-art information about the practice of vocational special education. This book will serve as a text for the student in training as well as a resource for the practitioner in the field. Emphasis is on describing effective vocational programs as well as current research and policy. Each chapter offers case studies that illustrate and clarify the authors' main points. A number of topics, such as legislation are covered in more than one chapter. The unique perspective that each author brings to these topics will help the reader understand the many sides of each topic. References are included throughout, and a subject index is provided. (457 pages)

Grant, William T. Foundation Commission on Work, Family and Citizenship. (1988, January). The forgotten half: Non-college youth in America. Washington, DC: Author.

This interim report on the school-to-work transition includes the Commission's perspective on young Americans and its rationale for the goals and priorities in public policy and private practice found throughout the study. It covers the new economic realities which make it more difficult than ever for young people to make a successful transition to self-sufficient family life or independent living. Chapters 3-7 contain an analysis of ways, both old and new, to improve the school-to-work transition including a presentation of the Commission's case for additional public funding of proven programs for children and youth. (98 pages, \$5.00)

Grant, William T. Foundation Commission on Work, Family and Citizenship. (1988, November). The forgotten half: Pathways to success for America's youth and young families. Final report. Washington, DC: Author.

The William T. Grant Foundation Commission on Work, Family and Citizenship's Final Report concludes the study of the Forgotten Half: Non-College Youth in America. The report reaches beyond the boundaries of school and work into the families and communities where young people learn the lessons and dreams of adulthood. It outlines the profound social and economic changes that have altered the shape and sometimes challenged the effectiveness of America's two

central social institutions, family and community. The document features not only diagnoses for treating youth in trouble but prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. The Commission's perspective is straightforward: As partners in today's world, and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future--investments that will benefit all Americans. This report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world: (1) enhance the quality of youth-adult relationships, both in and out of the family; (2) expand community supports, with an emphasis on youth service and youth leadership activities, to help integrate all young people into their communities and the nation; (3) extend and improve current employment opportunities for more noncollege-bound youth; and (4) take a long stride toward more equitable youth education and training policies with a proposed new Fair Chance: Youth Opportunities Demonstration Act. (202 pages, \$5.00)

Harrell-Jones, K. L. (1988). Career education for transition: Critical issues. Athens: The University of Georgia, Division of Vocational Education, College of Education.

This monograph provides materials which will inform career resource teachers about transition and topics related to transition and handicapped youth. The articles discuss critical issues which relate to the needs of handicapped youth, professional and parental competencies, employability, job settings, legislation, etc. The purpose is to present information on critical issues involved in the transition of handicapped youth in a manner which will be useful to the classroom teacher when working with handicapped youth. (121 pages, \$3.00)

Hayward, B. J., Adelman, N. E., & Apling, R. N. (1988, February). Discussion papers for the National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs. Washington, DC: National Assessment of Vocational Education, U. S. Department of Education.

Among the investigations commissioned by the NAVE to address the information needs of Congress regarding the status and achievements of vocational

education under the Carl D. Perkins Act was a small exploratory study of exemplary secondary vocational education. The findings of this study are reported in this volume. Included in the report are detailed case studies of seven effective high school vocational education programs or schools and a synthesis of major findings based on the case studies. (225 pages, no charge)

Ianacone, R. N., & Stodden, R. A. (Eds.). (1987). Transition issues and directions. Reston, VA: The Council for Exceptional Children, Division on Mental Retardation.

This monograph addresses the transition needs of persons with mild and severe levels of mental retardation. It covers transition phases of early years, adolescent years, and adult years. Also presented are perspectives of different disciplines or service groups involved in transition planning and programming. (152 pages, CEC Member Price, \$12.70; Non-member Price, \$14.95)

Institute for the Study of Family, Work, and Community. (1987). Improving the options of handicapped students in mainstream vocational education: Final report. Berkeley, CA: Author.

This report, prepared for the Office of Special Education and Rehabilitative Services, describes the obstacles and opportunities for improving the ability of vocational education programs to serve students with mild learning handicaps. Based on visits to thirty programs that have been succeeding with learning handicapped students, the report makes recommendations about a number of aspects of vocational education, including effective teaching strategies, organization of the vocational curriculum, modified teaching materials, extra classroom assistance, interdepartmental coordination, teacher training, transition services, and administrative support. In addition, the state and federal policy implications are specified in a separate chapter. Most important of all efforts that should be made to improve these programs is the effort to increase the coordination and communication between special educators and vocational educators. These two groups of professionals usually operate with different values, training, and expectations about the learning process. Good programs have bridged these differences to draw on the strengths and expertise of each discipline in designing and implementing vocational programs for learning handicapped students.

Iowa Department of Public Instruction, Bureau of Career Education. (1985, September). Individual career initiatives. Des Moines, IA: Department of Education.

Developed as part of a grant entitled "Project Transition: Career Planning for Handicapped Students," this folder is developed to meet the need expressed by counselors, special educators, and parents for guidelines in career planning for disabled students. Students and staff can use this tool to coordinate school experiences with career development. The folder provides a means of recording progress in each area of career planning. Its purpose is to smooth the transition from school to work or postsecondary training by promoting interagency cooperation and communication between school and adult services. (70 pages)

Jordan, J. B., & Erickson, D. K. (1987). Current issues and future directions in special education. Reston, VA: Council for Exceptional Children.

This report addresses four topics of current interest and concern in the education of exceptional children and youth: (1) gifted education, (2) the relationship between regular and special education, (3) secondary special education and the transition from school to work, and (4) early childhood, birth to three. The issues of school involvement, work with families, personnel, and research directions are covered. A reference list covering all four issues is appended. (19 pages)

Kokaska, C., & Brolin, D. (1985). Career education for handicapped individuals. Columbus, OH: Charles E. Merrill.

This text provides a comprehensive whole life approach to providing career education to handicapped individuals from elementary grades through college regardless of category. The authors present methods and materials that can be used to teach 22 major competencies and show how families, agencies and the business industry sector can contribute to career education programs. Separate chapters are devoted to planning and conducting career education, assessment, college programs and instructional resources. The last chapter presents discussions of issues and factors in career education for handicapped individuals. (544 pages, \$32.95)

Ludlow, B. L., Turnbull, A. P., & Luckasson, R. (1988). Transitions to adult life for people with mental retardation--Principles and practices. Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides "how to" suggestions for designing, implementing, and evaluating transition programs for people who are mentally retarded. Included throughout are clear practice-oriented discussions of

concepts and trends, programming goals and strategies, and legal and policy issues fundamental to the development of service delivery systems in the field of mental retardation. Included in this useful guide are issues including independent living, community participation, and productive employment. (385 pages, \$30.00)

Mangum, G. L. (1988). Youth transition from adolescence to the world of work. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper summarizes labor market realities, employer expectations, parental influences, and the difficulties youth experience as they move into the world of work. It highlights vocational education, apprenticeship, and on-the-job training opportunities available for youth and makes recommendations for how families, schools, and workplaces can aid youth in the transition to work. (\$10.00)

Martin, L. G. (1987). Youthful high school noncompleters: Enhancing opportunities for employment and education (Information Series No. 316). Columbus: The Ohio State University.

This document deals with public and private programs intended to provide noncompleters with opportunities to make a successful school-to-work transition. These include employment and training, adult literacy, and alternative high school programs. Examples of successful intervention programs include Youth Chance in San Francisco, the Adult Education Dropout Project of Kansas City, and the Career Intern Program (an alternative high school program) that was originally established in Philadelphia. (65 pages, \$7.00)

McParland, J. M., Dawkins, R. L., & Braddock, J. H. (1986). The school's role in the transition from education to work: Current conditions and future prospects (Report No. 362). Baltimore, MD: John Hopkins University, Center for Social Organization of Schools.

At the time of printing, an annotation was not available.

Meers, G. D. (Ed.). (1987). Handbook of vocational special needs education (2nd ed.). Frederick, MD: Aspen Publishers, Inc.

This book offers clearcut explanations, guidelines, and practical ways to translate federal mandates into effective programs. It provides information from assessing students to modifying programs and materials to meet individual needs, to coordinating training,

placement, and other services with community agencies. It includes methods on how to make students feel responsible for their progress, information about how to turn disadvantaged students into productive citizens, blueprints and models for planning, and the administrative know-how to make your system work smoothly. (410 pages, \$39.00)

Melia, R. (1986). Vocational rehabilitation: Its relationship to vocational education. Columbus: The Ohio State University.

This publication defines the process of transition from school to employment and describes three models of transition for disabled and abled persons--without special services, with time-limited services, and with ongoing services. It is appropriate for employers and educators of handicapped individuals. (16 pages, \$2.75)

The National Coalition of Advocates for Students. (1985). Barriers to excellence: Our children at risk. Boston, MA: Author.

A study is documented which sought to determine changes needed in U.S. schools by examining the problems of young people whose learning is hampered by (1) schools that serve them inadequately, (2) educator's expectations that they will not succeed, (3) denial of access to special needs programs, (4) fiscal policies that limit educational services, and (5) inattention to the difficult school-to-work transition. (162 pages, \$5.50)

The National Information Center for Children and Youth with Handicaps (NICHCY). (1987). Minority issues in special education: A portrait of the future (News Digest No. 9). McLean, VA: Author.

This issue of News Digest focusing on "Minority Issues in Special Education: A Portrait of the Future" has two specific areas of interest. The first section concentrates on the trends that make improved services to minority children with disabilities an important concern including: (a) the increase in the number of minority children attending United States schools, (b) the persistence of poverty in minority communities, (c) the vulnerability of minority children to developing disabilities early in life, and (d) the placement of disproportionate numbers of minority children in special education. The latter section provides suggestions for (a) increasing the number of special education teachers from minority groups, (b) increasing the sensitivity of special educators to minority concerns, and (c) enhancing the effectiveness of outreach to minority communities. (7 pages, no charge)

Natriello, G. (no date). Old questions in new bottles: Changing context for research and policy in school-to-work transitions. New York: Teachers College, Columbia University.

This research paper describes how changes in the economy and the workplace, in the workforce itself, and in patterns of work-related learning affect the development and transformation of human capital in this country.

The Ohio State University. (1984). ERIC update: Career and vocational education programs for female, handicapped, and disadvantaged students. Columbus, OH: Author.

This printout from the computerized ERIC database includes 113 abstracts on resources addressing vocational education for special students in such areas as job training and placement, career planning, and mainstreaming assessment instructional methods and strategies. (56 pages, \$4.95)

Pasanella, J., & Justice, T. (1988). Analysis of role-shifting patterns in transition. Sacramento, CA: Resources in Special Education.

At the time of printing, an annotation was not available. (47 pages, \$10.00)

Perlman, L. G., & Austin, G. F. (1986). The transition to work and independence for youth with disabilities. A Report of the Tenth Mary E. Switzer Memorial Seminar. Alexandria, VA: National Rehabilitation Association.

The format of this monograph closely follows the proceedings of the tenth Mary E. Switzer Memorial Seminar. Each of the six "action papers" specifically prepared for the seminar are shown as chapters and include a section on excerpts of "reviews" and comments of each paper made by the participants. Summaries are provided, where appropriate, in the areas of transition policy and program development, service delivery, research, training, and legislation.

Phelps, L. A. (Ed.). (1986). School-to-work transition for handicapped youth: Perspectives on education and training. Champaign: University of Illinois, Office of Career Development for Special Populations, College of Education.

Eight of the ten papers contained in this document were presented at the first annual forum (September 1986) held by the Interdisciplinary Leadership Preparation Program at the University of Illinois at Urbana-Champaign. Topics of presentations were concerned with the high levels of unemployment and school-to-

work transition issues for **handicapped youth**. They ranged from secondary vocational education, postsecondary vocational education, the Job Training Partnership Act, business and industry training programs, to higher education and the challenges and future directions for education and training programs for handicapped youth. The format of this document is such that commentaries are provided subsequent to each chapter with references throughout. (178 pages, \$6.00)

Putnam, A. R. et al. (1985). Transitions from school to work: Helping the special student. Vigo County, IN: Vigo County School/Community Advisory Committee for Vocational Special Education Planning.

This publication presents the findings and recommendations of the advisory committee formed to examine the student needs-related, school and curriculum-related, and business-related issues addressed in Federal legislation concerning vocational education and special needs populations. Among the recommendations were to: (1) develop a comprehensive career awareness/education program early in the special education curriculum, (2) implement a comprehensive vocational program for all special needs students, and (3) establish cooperative and information-sharing procedure with all local organizations involved in job placement and followup for handicapped individuals. (18 pages)

Rehabilitation Research & Training Center. (No date). Employer information packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on employer information. (\$3.00)

Rehabilitation Research & Training Center. (No date). General information on supported employment packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on supported employment information. (\$3.00)

Rehabilitation Research & Training Center. (No date). Transition packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on transition information. (\$3.00)

Repetto, J. B. (Ed.). (1987). School to work transition for handicapped youth: Perspectives on educational and economic trends. Champaign: University of Illinois, Office of Career Development for Special Populations, College of Education.

Seven of the eight papers contained in this document were presented at the second and third annual Forums (September 1986 and July 1987) held by the Interdisciplinary Leadership Preparation Program at the University of Illinois at Urbana-Champaign. Topics of presentations were concerned with employment trends and issues and their impact on **populations with disabilities and handicaps** and a review of current theories of transition and how they relate to what is actually taking place in the field. The range of topics include the educational and economic considerations of the employment of youth with handicaps, trends and issues of competitive employment, contemporary issues and future trends affecting the employment of people with handicaps, fostering cooperation between industry and special education in the education and training of disabled students, worksite modification to enhance the productivity of persons with severe disabilities, revising vocational education in the secondary school and its implications for handicapped students, and accountability. The format of this document is such that commentaries are provided subsequent to each chapter with references throughout. (126 pages, \$6.00)

Sarkees, M. D., West, L. L., & Wircenski, J. (1988). Vocational education programs for the disadvantaged (Information Series No. 329). Columbus: The Ohio State University.

This paper describes the characteristics of disadvantaged youth and defines the classification of these populations including **economically, academically disadvantaged**, and the **limited English proficient**. It also includes strategies by which educators can ensure equal access to vocational programs. (43 pages, \$5.25)

Sarkees, M., & Scott, J. (1985). Vocational special needs (2nd ed.). Alsip, IL: American Technical.

This book is divided into 12 modules, each covering a specific area of vocational special needs education. Each is self-contained and can be studied independently of other modules. Referral, identification, placement, assessment, IEPs, interagency collaboration, curriculum modification, transition, job placement, and follow-up for special needs learners are among the modules included in this textbook. It is designed for instructors working with special needs individuals in all areas of vocational education, and provides current information on program funding, identification of special needs students, individually prescribed programs, instructional techniques, and transition from school to work. (433 pages, \$24.95)

Schalock, R. (1986). Transitions from school to work. Washington, DC: National Association of Rehabilitation Facilities.

This monograph focuses on critical components for successful transitions defined by the author as: (1) a common language, (2) a catalyst, (3) a strategy to develop and coordinate the process, (4) the opportunity, and (5) formative evaluation activities designed to provide feedback to improve the process.

Schill, W. J. (1988, August). Occasional papers number 1. Seattle: University of Washington, College of Education.

This publication contains material on three rather divergent topics, but each of the papers relates to problems associated with transition from school to independent living for **handicapped youth**. (120 pages)

Schill, W. J. (1988, August). Occasional papers number 2. Seattle: University of Washington, College of Education.

This publication contains material on topics related to problems associated with transition from school to independent living for **handicapped youth**. The collection of papers covers such topics as individual transition plans, supported employment, early work experience programs for mildly handicapped youth, characteristics of employers of the handicapped, employer perspectives, and handicapped employees' experiences. (159 pages)

Schill, W. J. (1988, May). Five transition policy studies including pertinent literature synthesis. Seattle: University of Washington, College of Education.

This collection of papers resulted from the research activities conducted by the Transition Research on Problems of Handicapped Youth (TROPHY) staff. Topics covered by the papers include implementation of transition policies for **youth with disabilities**, a national study of transition planning methods and progress, a comparison between ITPs and IEPs, and an administrator's perceptions of early work experiences for youth with mild disabilities. (115 pages)

Sheets, R., Hahn, A., Lerman, R., & Butler, E. (1988). Who will train and educate tomorrow's workers? The financing of non-college-bound young workers' recurrent education. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper advocates the need for universal recurrent education and discusses practical ways of achieving expanded postsecondary opportunities for

non-college youth, the major losers in today's labor market. It describes public, private, and cooperative strategies that can begin to close the gap between education and work. (\$10.00)

Sitlington, P. L. (1986). Transition, special needs, and vocational education (Information Series No. 309). Columbus, OH: The ERIC Clearinghouse on Adult, Career, and Vocational Education.

The focus of this monograph is on the role vocational education should play in the transition process for **special needs youth**. Although all aspects of adjustment to adulthood are critical, this monograph focuses specifically on the transition to employment. In order to delineate the role of vocational education, it is important to determine how well special needs youth have done with regard to employment and to identify the types of skills needed for obtaining and maintaining this employment. This monograph (1) briefly reviews recent studies of the vocational adjustment of special needs youth; (2) identifies the types of skills needed for successful transition to the world of work; (3) identifies the disciplines involved in the transition process and the services they have to offer; (4) outlines possible roles that the field of vocational education might play in this process and how vocational educators can work most effectively with other disciplines; and (5) discusses the implications of these roles for personnel preparation, research, policy development, and programming activities. (39 pages, \$5.25)

Smith, T. J., Walker, G. C., & Baker, R. A. (1988). Youth and the workplace: Second-chance programs and the hard-to-serve. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

Second-chance education, training, and employment programs of the last decade are detailed in this Working Paper. Tables and an appendix of model programs for **at-risk youth** are included. Four commentaries expand the research and policy recommendations. (\$10.00)

University of North Texas. (no date). Texas transition model: Implementation manual. Austin: Texas Education Agency.

This manual describes the Texas Transition Model for special needs learners in grades K through 12. The Model's overriding goal is to combine planning and support for a higher success rate for all **special needs students**. Extensive appendices presenting a sample list of school to work transition skills, and sample curricu-

Federal laws containing explicit provisions related to **persons with physical or mental handicaps** are summarized. The description of each law includes an overview; major programs affecting individuals with handicaps, with specific references to chapters and parts of the code; and the legislative history of the Act. They are grouped for presentation by topic: education, employment, health, income maintenance, nutrition, rights, social services, transportation, vocational rehabilitation, and others. (no charge)

HEATH Resource Center, American Council on Education, & The American Association of Collegiate Registrars and Admissions Officers. (1985, September). **Recruitment, admissions, and handicapped students: A guide for compliance with section 504 of the rehabilitation act of 1973.** Washington, DC: Author.

The Rehabilitation Act of 1973 (Section 504) brought into focus the social as well as legal obligations of the postsecondary education community toward **handicapped individuals**. This guide was developed by representatives of the postsecondary community in cooperation with the Office for Civil Rights and the Bureau of Education for the Handicapped of the Department of Health, Education and Welfare. Its prescriptions are offered for adaptation to the particular circumstances of each college and university. This revised copy includes updates of legislative requirements, and represents the current state of the art based on the experience of admission officers in postsecondary institutions. (40 pages, no charge)

Illinois State Board of Education. (1987). **Serving handicapped, disadvantaged, and limited-English-proficient persons.** Springfield, IL: Department of Adult, Vocational and Technical Education.

This publication is designed to assist local and state educators to comply with the Carl D. Perkins Act as they provide services necessary to enable special needs populations to succeed in vocational education. It includes a description of the Act, related legislation, criteria to be used in identifying **handicapped, disadvantaged or limited English-proficient individuals**, and supportive services designed to help these students. It also outlines recordkeeping and accountability procedures. (16 pages)

Liberman, R. B. (1987). **Guide to decision-making in compliance with section 504.** New Haven, CT: Author.

Based on research of legislative cases and judicial decisions through mid-1987 and selected to be relevant to postsecondary institutions, the emphasis of this presentation and analysis of the 504 regulation is on pro-

gram access. This is designed to assist postsecondary service providers in making decisions and recommendations about accessibility, accommodations, admissions, auxiliary aids, employment, financial aid, housing, physical education, transportation, and tutoring. The guide is based on Liberman's doctoral dissertation which won the 1987 NOLPE Dissertation Award. (\$15.00)

National Assessment of Vocational Education. (1988, January). **First interim report from the National Assessment of Vocational Education.** Washington, DC: U.S. Department of Education.

This is the first report of three by NAVE on the state of vocational education. Mandated by Congress in preparation for the reauthorization of the Carl D. Perkins Vocational Education Act, the purposes of this report are to provide Congress with information that has emerged from some of the research conducted to date and describe all the research projects underway. The intent is to begin constructing a framework for the discussion of federal policy in vocational education that lies ahead. Divided into two parts, the first part discusses trends in vocational education and issues concerning vocational education for **disadvantaged persons**. The second part contains profiles of the studies being conducted in each area of the study plan. This document is a progress report intended only to further define the issues and present some basic descriptive data. No findings or recommendations of the National Assessment of Vocational Education are included. Findings and recommendations will be presented in the final (third) report to Congress, due January 1989. An appendix containing a synopsis of the major provisions of the Carl D. Perkins Vocational Education Act is included. (100 pages, no charge)

National Assessment of Vocational Education. (1988, September). **Second interim report from the National Assessment of Vocational Education.** Washington, DC: U.S. Department of Education.

This is the second report of three by NAVE on the state of vocational education. Mandated by Congress in preparation for the reauthorization of the Carl D. Perkins Vocational Education Act, the purposes of this report are to present results from research on the outcomes of vocational education at the secondary and postsecondary levels, together with additional information beyond what is included in the first report on the extent of participation in vocational education, trends in enrollment, and services being provided to **special populations**. The report contains two chapters addressing two important topics: (1) the rates at which

tices useful to the members in designing and refining their action plans. (187 pages)

Troolin, B. L. (1987, June). The Minnesota transition planning guide: Community integration: A vision for youth with handicaps. St. Paul: Minnesota Department of Education, Unique Learner Needs Section.

This guide is designed to serve two functions: (1) to help parents, students, educators, and adult service providers form partnerships to effectively plan for individuals in the transition from school to adult life; and (2) to encourage all those involved in transition planning to collaborate as a transition planning team member. (121 pages)

University of Wisconsin-Madison, The Vocational Studies Center. (no date). Models for linking agencies. Madison, WI: Author.

This handbook is designed to help special needs educators and others develop a collaborative approach to serving students who are disabled. Chapters discuss establishing and maintaining a local linkage committee, developing local agreements, the role of the IEP and IWRP, cost considerations for local level linkages, in-service training to implement and sustain linkages, evaluation, and implementation of interagency agreements. Also included are successful strategies and models for establishing and maintaining linkages. (\$27.00)

University of Wisconsin-Madison, The Vocational Studies Center. (no date). Partnerships in business and education: Helping handicapped students become a part of the job training partnership act. Madison, WI: Author.

This 700 page handbook contains descriptions of more than 100 successful JTPA programs. Information is presented on participation, considerations for proposal development, youth competency systems, and issues in preservice preparation. Examples of competencies, requests for proposals, sample proposals, and interagency agreements are also included. (700 pages \$36.00)

Virginia Department of Education. (1988). Virginia's approach to services for transitioning youth and young adults with disabilities. Project VAST Project implementation handbook. Richmond, VA: Author.

This handbook serves as a guide to education, rehabilitation, and other adult service agencies in cooperatively coordinating transitional planning and services for youth and young adults with disabilities and in collec-

tively evaluating the effectiveness of this statewide service delivery system. (166 pages)

Wood, M. M. (1988). What does the independent sector do for 16-24 year-olds? Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper identifies, quantifies, and analyzes the role of independent sector agencies and organizations serving 16-24 year olds. It interprets factors, including funding and organizational barriers, that affect the vitality of human service agencies. (\$10.00)

Legislation and Policy Studies

Ballard, J., Ramirez, B. & Zantal-Weiner, K. (1987). P.L. 94-142, Section 504, and P.L. 99-457--Understanding what they are and are not. Reston, VA: The Council for Exceptional Children.

This revised question-and-answer document reflects the latest changes in legislation affecting the education of handicapped children. Answers are found to questions about rights and protections, fiscal policy, management, preschool, early intervention, and other provisions of P.L. 99-457. (16 pages, \$5.50)

The Council for Exceptional Children. (1988). Augustus F. Hawkins-Robert T. Stafford elementary and secondary school improvement amendments of 1988. P.L. 100-297. Reston, VA: Department of Governmental Relations.

The Hawkins/Stafford School Improvement Act (P.L. 100-297) became law on April 28, 1988. This legislation reauthorizes a wide number of federal education programs (such as chapter one, chapter two, bilingual and adult education) and in addition, creates a number of new programs, such as the Jacob K. Javits Gifted and Talented Students Education Act. Of the many provisions included in the Act, the summary touches upon only those programs which have direct relevance to the education of exceptional students. (8 pages)

Gettings, R. M., & Katz, R. E. (1988, August). Summary of existing legislation affecting persons with disabilities (Publication No. E-88-22014). Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS).

Minnesota Department of Education, State Transition Interagency Committee. (1987, December). Transition from secondary education to postsecondary education, integrated employment and community living: Minnesota Interagency cooperative agreement to plan. St. Paul, MN: Author.

The Minnesota State Legislature established an Interagency Office on Transition Services in the Department of Education in July of 1985. Regional training of agency personnel and other efforts have culminated in the development of this agreement to support state and local interagency planning efforts. This booklet provides a background of the State Transition Interagency Committee (STIC) and its interagency agreement. A proposed work plan for implementing the agreement is outlined in the booklet which includes inservice and technical assistance activities to work toward the goals and objectives. The appendices include a timeline for implementation of the work plan, a matrix which summarizes the services available from each agency to meet the transition related needs of persons with disabilities, a glossary of terms and acronyms, a list of agency roles and responsibilities, samples of interagency agreements, and additional resources. Additional copies are available from Minnesota Curriculum Service Center, 3554 White Bear Avenue, White Bear Lake, MN 55110, (612)770-3943. (35 pages)

Murphy, J. (Ed.). (1985, December). Community wide transition planning (Transition Summary No. 2). Washington, DC: National Information Center for Children and Youth with Handicaps

Articles in this issue include: a model for a planning process to help create effective transition to work services for county residents with disabilities involving representatives from all relevant segments of the community. (8 pages, no charge)

The New York Area Study Group on Transition. (1986). Reflections on transition: Model programs for youth with disabilities. New York: Center for Advanced Study in Education, City University of New York.

This monograph discusses the wide range of service delivery models for handicapped student service providers. Ten OSERS funded transition projects outline their programs and the results they achieved. (186 pages, \$18.75)

North Carolina Department of Public Instruction, Division for Exceptional Children. (1987). Program models with exemplary components. Raleigh, NC: Author.

This publication presents programs of interagency transitional programming and planning for exceptional students exiting public schools in North Carolina. It is designed to provide ideas, explore new areas, chart new directions, and describe innovations in providing transitional services. The purpose is to disseminate information on successful programs in the state and encourage visitation between local school administrative units. This publication also contains a description of seven projects in other states funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, and one project funded by Richmond Public Schools. (10 pages)

Palace, D., & Whitmore, W. (1988). Collaborative transition planning systems in Los Angeles county. Sacramento, CA: Resources in Special Education.

At the time of printing, an annotation was not available. (130 pages, \$15.00)

Polsgrove, L., Dever, R., Sitlington, P., & Easterday, J. (1987). Community-based model for public-school exit and transition to employment (COMPETE) final report. Bloomington: Indiana University, School of Education, Center for Innovation in Teaching the Handicapped.

This final report reflects the success of Project COMPETE to develop cooperative programs between community agencies to provide work training in the most competitive environment possible to severely handicapped youth, ages 16-22 years. Objectives of the project are reviewed, demographics are given, evaluation activities are described, and a summary statement concludes the report. (72 pages)

Simpson, F., Huebner, K. M., & Roberts, F. K. (1985). Collaborative planning: Transition from school to work. Developing your state team: Why and how. New York: The American Foundation for the Blind.

The manual was designed to serve as a guide to state team members (participants) of the AFB Transition Project, "National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped," in developing and implementing their collaborative plans.

Simpson, F., Huebner, K. M., & Roberts, F. K. (Eds.). (1986). Collaborative planning: Transition from school to work. Programs in practice. New York: The American Foundation for the Blind.

Second of a three part manual designed to assist state team members of the AFB National Leadership Institute. Contains descriptions of programs and prac-

tion programs, vocational education programs, and Vocational Rehabilitation and Crippled Children Service (VRS/CCS) programs; (2) develop appropriate special education, Vocational Education, and VRS/CCS policies, procedures and services; (3) develop appropriate cooperative service delivery linkages between Special Education, Vocational Education, VRS/CCS and local adult community service providers; and (4) develop appropriate local community "ownership" and participation in the transition process by the provision of appropriate levels of community living options, community service access, and community employment opportunities for the disabled. (117 pages)

Association for Retarded Citizens. (1986). Transitional service centers. Assisting students with developmental disabilities into employment and community life: Procedural handbook and workshop trainer's guide. Arlington, TX: Author.

This two-piece set is designed to assist ARCs and other agencies serving persons with developmental disabilities to establish Transitional Service Centers which will help students make the transition from school to work and life in the community. (102 pages, \$2.50)

Botterbusch, K. F., & Smith, C. A. (1988). The community vocational transition center. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication views the generalization of the application of vocational assessment and closely related services to the whole community and the combination of service provision with the prevailing climate of community-based transition making the development of a "community vocational transitional center" practical. Several organizational models may be used to provide services through the community vocational transition center. One viable alternative is to operate the center as a for-profit subsidiary of a not-for-profit rehabilitation facility. The center simply organizes a set of standardized, closely defined services to be offered at an attractive price to individuals and third part payees. The development of this model is described in detail. However, the publication also provides a framework for the development of other operating models. (190 pages, \$22.49)

Everson, J. M., Barcus, M., Moon, M. S., & Morton, M. V. (Eds.). (1987). Achieving outcomes: A guide to interagency training in transition and supported employment. Richmond: Virginia Commonwealth Univer-

sity, Rehabilitation Research and Training Center, School of Education.

A product of Project Transition Into Employment (TIE), the intent of this manual is to present a "train the trainer" approach to cross-agency and cross-disciplinary inservice training in the areas of transition and supported employment. The purpose of the manual is to outline the goals and objectives in the areas of inservice training for transition and supported employment and to present strategies for designing inservice workshops and developing training materials. The activities and materials may be modified and expanded to meet the training styles of trainers and the needs of their trainees. (353 pages, \$13.95)

Horton, B., Maddox, M., & Edgar, E. (1984). Adult transition model: Planning for postschool services. Bellevue, WA: Edmark Corporation.

This publication provides direction to local education agencies and developmental disabilities state agencies, and parents of secondary-age developmentally disabled students. Fifteen strategies are presented in four activity areas: administration, parent education, staff education, and student training. The book contains many forms, questionnaires, and other materials which are designed to be reproduced by the user. (\$16.95)

Human Services Development Institute, Center for Research and Advanced Study. (1987). Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. Portland: University of Southern Maine.

Developed by the York County Transition Project, this handbook describes the team approach to transition planning for youth with learning disabilities in York County, Maine. The processes and aims of this successful program are explained. Sources of information and publications are cited to help in facilitating the transition process.

McKinney, L. A. (1985). Extending horizons: A resource for assisting handicapped youth in their transition from vocational education to employment. Columbus: The Ohio State University.

This comprehensive guide for transition programs outlines the process of school-community team support. It details participant roles and the steps for forming and preparing teams based on the individualized education program (IEP). A complete set includes the *Inservice Guide for Preparing School-Community Teams* and six companion documents. (183 pages, \$30.00)

The Ohio State University. (1988). Options: Expanding educational services for adults. Columbus, OH: Author.

This curriculum contains complete, practical, step-by-step procedures to help postsecondary educators meet the educational and training needs of adults. Using this curriculum, educational institutions can link with employers, change or adapt curricula, and provide special education services. The complete package includes: *The Educator's Guide, Orientation to Options* (videocassette-VHS), *Publicity Kit, Linking with Employers, Developing a Curriculum in Response to Change, Special Services for Adult Learners, Adult Career Guidance, Literacy Enhancement, Entrepreneurship Education, and Case Studies of Programs Serving Adults*. (\$174.00, Individual publication prices available from author)

Sheinker, J., & Sheinker, A. (1988). Metacognitive approach to social skills training: A program for grades 4 through 12. Frederick, MD: Aspen Publishers, Inc.

This book contains 150 teacher-tested activities to help students master social skills. This carefully structured activity book shows students how to act responsibly, set goals, change their own behavior, and develop problem-solving and communication skills. Includes a binder full of easy-to-follow lesson plans with clear, concise directions for using them with different grade levels--enough for a full year, plus a guide that tells you how to adapt for 4- to 18-week sessions. (368 pages, \$60.00)

South Carolina Department of Education. (1983). Teaching reading in vocational education. Columbia, SC: Author.

This handbook was designed to provide vocational education teachers with a resource to use in helping students to develop sound reading skills. It is an attempt to identify activities for developing reading skills needed by students in vocational education programs. The intention is not to make "every teacher a teacher of reading," but to suggest strategies which, when incorporated into vocational instruction, enable students to make better use of printed resources. Included are strategies for matching reading materials to student abilities, developing vocabulary and comprehension skills, and improving reading during content instruction. The appendices provide sample materials for using the text suggestions in a given vocational subject and sources for additional information on reading skills for vocational students. (167 pages)

Valkenburgh, N. (1984). Independence in work: A handbook for teaching basic academic skills in vocational rehabilitation. Glen Allen: Virginia Vocational Curriculum and Resource Center.

Designed for adults with handicaps and special needs students, this curriculum guide covers personal information, computations, money, time, sign and reading comprehension, and telephone subject area. (673 pages, \$34.82)

Wehman, P., Renzaglia, A., & Bates, P. (1985). Functional living skills for moderately and severely handicapped individuals. Austin, TX: PRO-ED, Inc.

This text describes how functional and age-appropriate programs can be implemented for moderately and severely handicapped adolescents and adults. Major areas of focus include domestic living, community mobility and social interaction training, leisure skill instruction, vocational training, and advocacy. Each chapter provides instructional guidelines for the practitioner as well as references to the current literature. (282 pages, \$24.00)

Interagency Coordination and Community Involvement

Alabama State Department of Education. (1987, December). Alabama guidelines for transition. Montgomery, AL: Author.

In order to ensure and facilitate an orderly appropriate transition from school to the world of work, three divisions of the Alabama State Department of Education entered into a state cooperative agreement for individuals with handicaps in 1984. This Agreement of Cooperation is based upon a mutual commitment to the provision of coordinated services that lead to employment of handicapped persons and a mutual philosophy of their placement in the least restrictive environment. A state Transition Task Force has been formed to guide and direct these transition efforts. One of the results of this agreement, under the direction of the state Transition Task Force, has been the interagency development of this manual. It has been prepared to assist local education agencies with the design and implementation of a quality transition process for exceptional students. Although intentionally flexible to meet local needs, the general focus of this manual is to bring together local professional, parental, and community/business expertise to (1) develop local cooperative and collaborative agreements between special educa-

Gunderson, M. S. (1983). Occupational orientation curriculum. Columbia: University of Missouri-Columbia, Instructional Materials Laboratory.

This curriculum guide provides a comprehensive framework for students' development of the knowledge, skills, and attitudes that will orient them successfully to the world of work. It is designed for **tenth grade disadvantaged and handicapped students** and is based on 180 hours of instruction. (517 pages, \$16.70, instructor's guide, \$18.40, student guide)

Lankard, B. A. (1987). Work skills: Resource manual. Columbus: The Ohio State University.

Included is an instructor's guide for the Work Skills competency-based materials, designed to help **low reading level students** learn specific job search and retention skills. The guide includes motivational ideas to increase students' enthusiasm and black-line masters for all consumable student activity sheets. (\$29.95)

Lynch, P. S., Stanton, S. B., & Parrish, L. H. (1987). A curriculum for supported employment. Austin: The University of Texas at Austin, Extension Instruction and Materials Center.

A total instructional package which describes models of instruction for supported work for **severely to profoundly handicapped students**. (Curriculum Guide \$13.50; Training Manual \$19.50; Resource Guide \$5.00)

Molek, C. (1987). "Ready-set-ABE" to ease students' transition into ABE level studies. Harrisburg: Pennsylvania State Department of Education, Division of Adult Basic Education.

The "Ready-Set-ABE" project was initiated to address the **special needs of students entering adult basic education (ABE)** programs directly from literacy training or others at a low level of ABE performance. The program was designed to provide these students with the tutoring they need to function successfully in mainstream ABE classes by introducing them to the more sophisticated reading, language, and math skills encountered in ABE classes (as opposed to those required for participation in adult literacy programs). A tutor training packet and three exercise workbooks that were geared specifically toward meeting the needs of transitional and low-level ABE students were developed. Examples of parts of the reading, language, and math exercises developed for the program are included in this project report. (56 pages)

Molek, C. (1987). Language ready exercises. "Ready-set-ABE" to ease students' transition into ABE level

studies. Harrisburg: Pennsylvania State Department of Education, Division of Adult Basic Education.

This booklet is intended to assist tutors in helping transitional and **low-level adult basic education (ABE)** students acquire the language skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. (87 pages)

Molek, C. (1987). Math ready exercises. "Ready-set-ABE" to ease students' transition into ABE level studies. Harrisburg: Pennsylvania State Department of Education, Division of Adult Basic Education.

This booklet is intended to assist tutors in helping transitional and **low-level adult basic education (ABE)** students acquire the math skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. Major emphasis is given to solving word problems. Guidelines and exercises dealing with solving problems involving whole numbers, fractions (mixed and simple), and decimal fractions are also included. (50 pages)

Molek, C. (1987). Reading ready exercises. "Ready-set-ABE" to ease students' transition into ABE level studies. Harrisburg, PA: Pennsylvania State Department of Education, Division of Adult Basic Education.

This booklet is intended to assist tutors in helping transitional and **low-level adult basic education (ABE)** students acquire the reading skills required to make a successful adjustment to regular ABE classes. The exercises provided are intended primarily for use in student-tutor learning teams, with students gradually completing greater portions of the exercises on their own as they become increasingly self-directed. A 115-item bibliography is included. (76 pages)

The Ohio State University. (1988). Connections: School and work transitions. Columbus, OH: Author.

The complete set of student materials, each representing a different level of depth, offers comprehensive, coordinated resources based on up-to-date research to help prepare all students for the transition from school to work. The materials may be purchased individually or as a set. The *Coordinator's Resources*, *Employer's Choice*, *Work Skills*, *Career Passports*, and *Employment File* make up a complete set of materials. (\$350.00)

Department of Rehabilitative Services, Woodrow Wilson Rehabilitative Services. (1987). Trade-related academic competencies (TRAC). Richmond: Virginia Department of Education, Special Education Division.

This document is a product of an interagency initiative funded by the Department of Education and cooperatively developed through the Division of Special Education, Vocational Program Services and the Department of Rehabilitative Services, Woodrow Wilson Rehabilitation Center. Designed for use by teachers in planning and documenting a **trade-related instructional program for students with disabilities**, it contains math, reading, and writing competencies identified as those which are required to complete each of nineteen vocational curriculums often accessed by students with disabilities in the state of Virginia. The competency lists will assist special and vocational educators in better preparing students with disabilities to succeed vocationally. (215 pages)

Dilbaitis, G. J. (1986). Find it; get it; keep it: A pre-employment skills curriculum for the special needs student. Macomb, IL: Curriculum Publications Clearinghouse.

This individualized, nonconsumable curriculum set is designed for **special needs students with low reading ability** in developing job acquisition skills and acquiring the knowledge to be able to maintain employment once a job is obtained. It is written to accommodate differences in learning styles so that all students will be successful. It is divided into 12 units, 49 modules, and 186 lessons. Included as units are sources of employment, resumes, initial contact with employers, job applications, interviewing, rejection shock, you're hired, job survival, job advancement, termination of employment, and equal employment opportunities. (722 pages, \$24.75)

Educational Service Unit #9. (1986, September). Developmental training program: Individual education plan/individual transitional plan. Hastings, NE: Author.

The curriculum model and implementation procedures outlined in this manual for the Developmental Training Program (DTP) are the result of three years work in the development and field testing of the model by the Educational Service Unit-DTP staff and teaching personnel. The model and its implementation were necessitated by two significant trends in special education. These trends are first, the current emphasis upon teaching functional skills in the natural environment and second, the need for educational programs to demonstrate measurability, reportability, and account-

ability. The DTP model is described by primary level and secondary level in the implementation sections of the manual. (76 pages)

Flanagan, M., & Johnson, J. (1987). ACCESS SKILLS: Employability and study skills assessment and curriculum guide. Columbia, MO: Missouri LINC.

This manual provides informal assessment instruments as well as instructional activities for skills relating to the general area of employment and study skills to **junior high students**. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$26.55, Missouri only; \$30.55, out of state)

Flugman, B., Goldman, L., Katz, D., Lee, M. K., & Lynch, M. (1987). Career related interpersonal skills for special education students: A high school curriculum. New York: The Graduate School and University Center of the City University of New York, Institute for Research and Development in Occupational Education, Center for Advanced Study in Education.

This guidebook is addressed to special education teachers, counselors, career educators, and others who work with **special education students in the high schools**. The book is a resource that educators can use to help special education students improve some of the interpersonal skills that are important in all aspects of living, but especially on the job. The guidebook focuses on 10 interpersonal skills progressing from the simpler to the more complex: nonverbal behavior, listening, expressing ideas, expressing feelings, handling questions, conducting conversations, receiving and giving feedback, participating in groups, resolving conflicts, and being assertive. (206 pages, \$19.95)

Glascoc, L., Miller, L., & Kokaska, C. (1986). Life centered career education activity books one and two. Reston, VA: The Council for Exceptional Children.

These activity books add to the Life Centered curriculum by providing planned activities to be used with elementary and secondary school students. (96 pages each; CEC Member Price, \$9.20 each; Non-member Price, \$11.50 each)

Green, G., Kokaska, C., Albright, L., & Beacham-Green, C. (1988). Instructional strategies for special education students in regular vocational classes: A pre-service handbook. Sacramento, CA: Resources in Special Education.

At the time of printing, an annotation was not available. (96 pages, \$18.00)

necessary for everyday life. The narrative *Serious Business* teaches skills required for finding and getting a job. The narrative *The Payoff* teaches students the responsibilities and benefits of being a good employee. (\$22.35)

Boyer-Stephens, A., & Johnson, J. (1988). ACCESS SKILLS: Vocational readiness skills for agriculture. Columbia, MO: Missouri LINC.

This manual contains activities which are designed to prepare students for entry into a specific agriculture program of their choice, as well as expose them to the content of materials found in that course. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$11.30, Missouri only; \$13.30, out of state)

Boyer-Stephens, A., & Johnson, J. (1988). ACCESS SKILLS: Vocational readiness skills for business and office. Columbia, MO: Missouri LINC.

This manual contains activities which are designed to prepare students for entry into a specific business and office program of their choice, as well as expose them to the content of materials found in that course. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$7.60, Missouri only; \$9.00, out of state)

Boyer-Stephens, A., & Johnson, J. (1988). ACCESS SKILLS: Vocational readiness skills for health. Columbia, MO: Missouri LINC.

This manual contains activities which are designed to prepare students for entry into a specific health program of their choice, as well as expose them to the content of materials found in that course. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$4.05, Missouri only; \$4.75, out of state)

Boyer-Stephens, A., & Johnson, J. (1988). ACCESS SKILLS: Vocational readiness skills for marketing and cooperative education. Columbia, MO: Missouri LINC.

This manual contains activities which are designed to prepare students for entry into a specific marketing and cooperative education program of their choice, as well as expose them to the content of materials found in that course. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$7.30, Missouri only; \$8.55, out of state)

Boyer-Stephens, A., & Johnson, J. (1988). ACCESS SKILLS: Vocational readiness skills for occupational home economics. Columbia, MO: Missouri LINC.

This manual contains activities which are designed to prepare students for entry into a specific occupational home economics program of their choice, as well as expose them to the content of materials found in that course. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$7.45, Missouri only; \$8.75, out of state)

Boyer-Stephens, A., & Johnson, J. (in press). ACCESS SKILLS: Vocational readiness skills for trade and technical. Columbia, MO: Missouri LINC.

These manuals contain activities which are designed to prepare students for entry into a specific trade and technical program of their choice, as well as expose them to the content of materials found in that course. The set contains two volumes. Volume I: Autobody Repair, Automobile Mechanics, Building Maintenance/Custodial, Small Engine Repair, and Welding. Volume II: Carpentry, Commercial Art, Drafting, Electronics, Heating, A/C and Refrigeration, Machinists, Offset, Lithography/Printing. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$20.00, each, Missouri only; \$22.00, each, out of state)

Brolin, D. (1986). Life centered career education: A competency based approach (rev. ed.). Reston, VA: The Council for Exceptional Children.

This provides activities for infusing curriculum with 102 specific competencies in areas of daily living skills, personal social skills, and occupational guidance and preparation. (160 pages, CEC Member Price, \$12.96; Non-member price, \$16.20)

Colby, C. R., Parrish, L. H., & Wircenski, J. L. (1987). Vocational special needs teacher training curriculum. Austin: The University of Texas at Austin, Extension Instruction and Materials Center.

This set of materials covers the spectrum of information needed to be knowledgeable in vocational special needs education and to present preservice and in-service instructional programs. Targeted to **handicapped, disadvantaged and limited English proficient students**, each of the 10 modules has an introduction, performance objectives, definitions of terms, overview, lesson plan, transparency masters, handouts, and an evaluation. (\$70.00)

methods and products. Columbus: The Ohio State University.

This monograph contains summaries of 19 programs for providing career guidance to **high-risk persons participating in a Job Training Partnership Act (JTPA) program**. Each program summary includes the program title, sponsoring institution, target population, contact person, and abstract. (17 pages)

Jageman, L., & Myers, J. (1986). **Counseling mentally retarded adults: A procedures and training manual**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This manual was developed expressly for the purpose of meeting the counseling needs of **mentally retarded adults**. Specifically written for use by the staff of sheltered workshops, the manual provides a knowledge base and skill practice exercises to facilitate proper application of the knowledge. (149 pages, \$17.75)

Price, L. (1986). **Effective counseling techniques for LD adolescents and adults in secondary and postsecondary settings**. Minneapolis: University of Minnesota-General College, The LD Transition Project.

This paper examines the ramifications of a **learning disability** by describing five, inter-related, psychosocial issues. Various pragmatic counseling techniques are then suggested to assist secondary and postsecondary service providers in meeting these complex psychosocial needs. A brief discussion is also included about how the LD service provider can work in tandem with mental health professionals. (17 pages, \$1.50)

Curriculum and Instruction

Asselin, S. B. (1987). **Making the transition: A teacher's guide for helping students with special needs**. Alexandria, VA: American Vocational Association.

This guide shows you how to teach **handicapped and disadvantaged students** the skills they need to become self-sufficient. It focuses on models and proven techniques that ease the transition from school to employment. (39 pages, \$9.50)

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). (1987). **Life's dilemmas**. Columbus, OH: Author.

Life's Dilemmas provides social skills instructions for **LD students** in an enjoyable game format. It uses concrete examples of social skills issues on the game cards. Designed for transition aged students, this game could have wide appeal to LD support group leaders in a variety of settings, from a high school transition program to adult LD self help groups. It is packaged with four sets of game cards and a facilitator's manual. (144 cards, \$39.95, Member price, \$29.95)

Barbieri, M., & Wircenski, J. L. (1988). **Texas transition model: School to work transition curriculum**. Austin: University of Texas, Extension Instruction and Materials Center.

This curriculum, targeted to **handicapped and academically disadvantaged students** in vocational education, addresses transition skills including checking, map skills, decision making, bill reading and paying, and apartment rental. (\$13.50)

Boerner, L. A. (1988). **Job seeking skills course**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

Looking for work is difficult and often frightening for **able-bodied** as well as **people with disabilities**. This course helps to turn the task of job seeking into a positive experience. It teaches participants decision-making and problem-solving skills. Just as important, it provides tips on how to keep a job after they are hired. The *Job Seeker's Workbook* contains all of the course material. It includes worksheets and exercises that will prepare the participant for a job search. The workbook is designed to become the participant's "take home" guide and eventually becomes their reference book as they begin their job search in earnest. (169 pages, \$8.00) *The Instructor's Manual* complements the *Job Seeker's Workbook*. It contains a suggested lesson plan for a 30-hour course structured around the goals and measurable outcomes for each of the six learning units. The manual provides suggestions for the use of various teaching methods that have proven successful at the University of Wisconsin-Stout. In addition, the manual contains master copies of handouts, visual aids, and instructions for completing a participant evaluation report. (52 pages, \$10.00)

Bowling, N. E., Cook, I. D., & Salyers, D. (1988). **Learning through reading grades 6-12: Adult students with special needs**. Chicago, IL: Science Research Associates.

This series of five narratives was designed to improve reading while teaching important skills

Chapters in this book include career development behavior in adolescents and young adults, career maturity and work adjustment of **learning disabled adolescents and young adults**, career development process, career assessment for learning disabled adolescents and young adults, and an Exploration Career Life Stage curriculum (ECLS) for adolescents with learning disabilities. (180 pages, \$23.00)

Billor, E. F. (1987). Career decision making for adolescents and young adults with learning disabilities. Springfield, IL: Charles C. Thomas, Publisher.

This comprehensive text begins with an overview of the major theories of career behavior, including trait factor and sociological assumptions, the developmental career theory, and actual decision-making models. It examines sixteen occupational follow-up studies, career assessment, and appropriate steps for career decision making. (220 pages, \$26.00)

Boone, S. E., & Long, G. A. (Eds.). (1988). Enhancing the employability of deaf persons: Model interventions. Springfield, IL: Charles C. Thomas, Publisher.

Contents of this book include career education, the use of career information delivery systems in the employability skills acquisition of **deaf persons**, job seeking skills training with deaf rehabilitation clients, and evaluating the effects of employability enhancement interventions. (104 pages, \$21.75)

Brill, J., & Hartman, R. C. (1986, June). Career planning and placement strategies for postsecondary students with disabilities. Washington, DC: HEATH Resource Center.

This resource paper was designed to be a resource for counselors, administrators, instructors, as well as disabled students involved in career planning and placement. The information included addresses the issue of career planning and placement strategies for **disabled individuals in postsecondary academic and technical institutions**. Projects and programs in postsecondary educational settings that demonstrate the most positive and effective career planning and placement strategies are presented. An annotated bibliography includes specific information about self assessment, resume writing, and job searches. (8 pages, no charge)

ERIC Clearinghouse on Adult, Career, and Vocational Education. (1988). ERIC resources on career education for at-risk populations. Columbus: The Ohio State University.

This publication is a listing of resources from ERIC on career education for **at-risk populations**. (1 page, no charge)

Hartman, R. C., Baker, B., & Harris, R. (1986, July). Strategies for advising disabled students for postsecondary education. Washington, DC: HEATH Resource Center.

This resource paper outlines strategies for encouraging students to assess interest, aptitude, and achievement. It supports the need to provide non-restrictive career counseling, encouragement for students to base decision-making about postsecondary education and training on a variety of criteria, and the assurance of access to the counseling environment. A list of resources is provided to help implement the highlighted strategies for advising **disabled students** for postsecondary education. (3 pages, no charge)

Individualized career plan (ICP): Implementation manual. (1988). Macomb, IL: Curriculum Publications Clearinghouse.

This manual has been designed to assist local education agencies in incorporating a process that will encourage **secondary students** to develop and implement career plans. The manual includes the following: questions commonly asked about the ICP process; guidelines for implementing the ICP process; sample ICP formats; resources for ICP implementation; and abstracts of related ICP projects. (\$5.00)

Individualized career plan (ICP): Samples book. (1988). Macomb, IL: Curriculum Publications Clearinghouse.

This book has been designed to assist local education agency personnel in implementing a process that will encourage students to develop career plans. It includes a listing of all schools in Illinois currently using the ICP; fact sheets for each of these schools; and sample ICP formats for regional systems, community colleges, high schools, junior high schools, the Department of Corrections, special needs, and adult education. (\$50.00)

The Iowa Curriculum Assistance System (ICAS). (1988). Transition from school to work. Ames, IA: Author.

A complete explanation of transition and the role of the counselor is included in this publication. (\$5.00)

Izzo, M. V., & Drier, H. N. (1987). Career guidance within JTPA for high risk populations: Programs.

clients. Each chapter concluded with a case study of a disabled person.

RPM Press, Inc. (1986). The guide to basic skills jobs (Vol. 1). Verndale, MN: Author.

This guide to basic skills is designed to provide vocational rehabilitation, career guidance, special education, and employment service personnel with a concise tool for identifying viable job opportunities for **individuals with only basic skills**. This represents a subset of the Dictionary of Occupational Titles (DOT) and contains important data on worker trait factors and other occupational demands not included in DOT. This database lists nearly 5,000 selected jobs requiring only basic work skills. These jobs are arranged according to a comprehensive classification system designed to address systematically the needs of counselors working with basic skills clients. This guide can serve as a tool for facilitating the career exploration and job placement processes for people with basic skills.

Seifer, N. (1983). Language assessment of LEP students in vocational education: A handbook for the vocational-ESL educator. Phoenix: Arizona Department of Education.

At the time of printing, an annotation was not available.

Stowitschek, J. J., & Salzberg, C. L. (1987). Job success for handicapped youth: A social protocol curriculum. Reston, VA: The Council for Exceptional Children.

Based on research with employers of **handicapped individuals**, this social protocol curriculum provides concrete suggestions on how to assess the social-vocational skills of students in transition to work. Curriculum guidelines for school-based and employment-based training are provided. (62 pages, CEC Member Price, \$9.20, Non-member Price, \$11.50)

Swisher, J. (1988). Practical arts evaluation system. Shawnee, KS: Life Productions.

The ultimate purpose of this system is to give **special need students in grades 7-12** an opportunity to explore a wide range of "hands-on" skills which they would encounter in practical arts classes, vocational classes, and employment. Within the framework of a simulated work environment, students complete a progression of over 140 activities designed to evaluate basic skills in business, home economics, and industrial arts. Included are 3 practical arts evaluation handbooks which include the 24 Instructor's Manuals, 2 tool identification manuals, and 1 classroom procedures manual. (\$240.00)

Thomas, S. (1986). Report writing in assessment and evaluation. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication examines questions of "who are you writing for" and "what does the referral source want." Defines characteristics of good reports, common problems, writing in different settings, types of reports, getting ready to write, and writing prescriptive recommendations. (188 pages, \$17.75)

Wodrich, D. L., & Joy, J. E. (1986). Multidisciplinary assessment of children with learning disabilities and mental retardation. Baltimore, MD: Paul H. Brookes Publishing Co.

This book is designed to encourage and guide multidisciplinary assessment of **children with learning disabilities or mental retardation** by providing the most essential information that one set of professionals needs to work with another. Possessing this information, diagnosticians from all disciplines can better coordinate assessment efforts and ultimately produce more effective treatment plans.

Career Guidance and Counseling

Andersen, L. (1988). Model curriculum emphasizing transition: A curriculum planning guide for students with mild disabilities. Sacramento, CA: Resources in Special Education.

The components in this curriculum guide range from a philosophy statement and definitions of transition constructs to an extensive set of special education goals and objectives in both print and computer disk formats. Is designed to be used for **mildly disabled students from preschool through grade 12**. The sections may be used independently and many subcomponents can be modified or replaced to meet the user's unique needs. The purpose of the document is to enable educators, parents, and students to meet the numerous challenges and opportunities emphasizing successful transition from school to work and to a quality adult life. (412 pages, \$25.00)

Biller, E. F. (1985). Understanding and guiding the career development of adolescents and young adults with learning disabilities. Springfield, IL: Charles C. Thomas, Publisher.

and names and addresses of publishers of vocational assessment instruments. Matrices are also included which identify and describe various types of vocational assessment instruments. (140 pages, \$24.95)

Kapes, J. T., Parrish, L. H., Vansickle, T. R., & Vansickle, K. J. (1987). Vocational assessment handbook. Austin: The University of Texas at Austin, Extension Instruction and Materials Center.

The purpose of this handbook is to provide resources for individuals engaged in the vocational assessment procedure under the provisions of the Carl D. Perkins Vocational Education Act. This handbook addresses the need to include the disadvantaged student in the assessment process, considers the various types of disadvantaged students, and provides valuable information on administering and interpreting the many assessment instruments for the diverse clientele included in the context of **handicapped and disadvantaged**. Each section contains a detailed discussion of the topic, with references in those areas where self-contained materials are not appropriate. An IBM compatible program to perform basic statistical analyses required for vocational program assessment is included. (\$19.50)

Kavale, K. A., Forness, S. R., & Bender, M. (1987). Handbook of learning disabilities. Volume I: Dimensions and diagnosis. Waltham, MA: Little, Brown & Co.

This first volume of the *Handbook* deals with defining learning disabilities and determining how individuals should be classified as **learning disabled**. The focus is on assessment as a multidisciplinary process and how the components interrelate to reach a final decision about an individual's LD status. Volume I provides a comprehensive overview of the problems inherent in the field, the primary characteristics associated with learning disabilities, and the means by which we determine the presence or absence of LD in a child. References and an index are provided.

Linn, R., & DeStefano, L. (1986). Review of student assessment instruments and practices in use in the Secondary/Transition Project. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

The purpose of this research study was to determine the current status of instrumentation and practices of student assessment in programs dealing with the transition of **special education students** from school to work or postsecondary education and to determine areas where current practice was not able to meet the

changing demands on transition services. Based on the findings from this study, a plan of research to upgrade assessment practices was to be developed.

Marr, J. N., & Roessler, R. T. (1986). Behavior management in work settings (Special edition). *Vocational Evaluation and Work Adjustment Bulletin*, #2. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication provides detailed strategies designed to specify and remedy problematic work related behaviors by applying behavior management techniques in work settings. These techniques will help increase client productivity. (40 pages, \$4.99)

North Carolina Department of Public Instruction. (1988). Vocational assessment training manual. Raleigh, NC: Division of Vocational Education.

This training manual was designed to give the user the entry-level skills necessary to develop and provide vocational evaluation/assessment services to secondary students under provisions of the Carl D. Perkins Vocational Education Act of 1984. The manual is divided into a series of training modules that will allow the inexperienced evaluator to systematically learn the basic process of vocational assessment. It also presents several strategies enabling the reader to choose the technique most appropriate for the setting in which the assessment is to be conducted. (135 pages)

Peterson, M. (1988). Vocational assessment of special needs students for vocational education: A state-of-the-art review (Information Series No. 327). Columbus: The Ohio State University.

This paper clarifies issues on assessment of **special needs students including disabled, disadvantaged, elderly, limited-English proficient, incarcerated, and veterans**. It presents considerations based on comprehensive views of vocational assessment that constitute a holistic approach, considering a person's total career development. (69 pages, \$8.00)

Power, P. W. (1984). A guide to vocational assessment. Baltimore, MD: University Park Press.

This book presents many approaches and guidelines that enable rehabilitation professionals to integrate assessment into their daily responsibilities. Each chapter is designed to assist professionals not only in acquiring knowledge about evaluation, but also in learning how to apply this understanding to their

of commercially available assessment instruments, and a bibliography. (305 pages)

Flanagan, M. (1987). Career assessment instrument resource guide: A manual for assessing vocational special needs students. Columbia: University of Missouri-Columbia, Missouri LINC.

This curriculum guide reviews principals, processes, and over 175 individual instruments used in assessing special need students in academic, daily living, personal-social, and occupational domains. It is designed to help counselors, special education teachers, vocational instructors, and other specialists in the schools as they assist students, parents, and teachers to work effectively and cooperatively from elementary school through the transition from school to work or appropriate postsecondary school placements. (207 pages; Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia)

Fry, R. (1988). Third national forum on issues in vocational assessment: The issues papers. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

Forty-eight of the papers presented at the Third National Forum on Issues in Vocational Assessment (September, 1987) are provided in this publication. They provide discussions by field leaders of many issues and areas of professional concern, including professional identity and training, product utility, the evolution of vocational evaluation, the professionalism of vocational evaluation, vocational evaluation and law, computer use, vocational evaluation systems, marketing, hand rehabilitation, work hardening--physical capacities, research, creative applications, and transition applications. (259 pages, \$16.99)

Fry, R. R., & Botterbusch, K. F. (Eds.). (1988). VEWAA glossary--1988. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

The newly revised VEWAA (*Vocational Evaluation and Work Adjustment Association*) Glossary contains 178 terms (59 of which are new) and their definitions. While this glossary was created primarily for use by vocational evaluation and adjustment services personnel, it has applications for other vocational rehabilitation and human services personnel who occasionally need to make decisions based on assessment related terminology. A field-based procedure was used to obtain input for the glossary. Input was obtained from both rehabil-

itation educators and field practitioners. This is the third edition of the VEWAA Glossary. All three glossary editions were created by cooperative efforts between the members of the Vocational Evaluation and Work Adjustment Association and the staff of the Materials Development Center. (28 pages, \$4.49)

Hartman, R. C., & Redden, M. R. (1985, June). Measuring student progress in the classroom: A guide to testing and evaluating progress of students with disabilities. Washington, DC: HEATH Resource Center.

This updated resource paper addresses teachers, administrators, counselors, and students themselves who are concerned with the evaluation of academic progress of disabled students. It focuses on considerations when testing adaptations are needed, states some facts about disability, and identifies a variety of adaptations of testing procedures which have been developed and used successfully in schools, vocational training programs, and on American campuses. Resources and references are included. (5 pages, no charge)

Hursh, N. C., & Kerns, A. F. (1988). Implementing vocational evaluation in special education. Boston, MA: Little, Brown & Co.

The purpose of this book is to detail how vocational evaluation may be used effectively by both educators and vocational rehabilitation professionals in working with disabled students to identify relevant skills, develop career oriented educational activity, promote effective transition from school to work, and maximize vocational potential needed to link the special needs student with the world of work. (\$24.50)

Illinois State Board of Education. (1988). Vocational assessment of secondary special needs students. Springfield, IL: Department of Adult, Vocational and Technical Education.

This manual is designed to provide pertinent information concerning vocational assessment of secondary special needs students. It is designed to assist educators in making appropriate programming decisions for special needs students with the use of a systematic assessment procedure which identifies the abilities, interests and specific needs of the target group. The manual describes the three-level model of vocational assessment adopted by Illinois. Included within the manual are sections covering the vocational assessment mandate found with the Perkins Act, parent/guardian notification and consent guidelines, student identification, questions and answers, assessment collection information, general guidelines for instrument selection and the testing of special populations, sample reporting forms,

local education personnel concerned with program evaluation as a way to improve secondary vocational programs for **special populations**. This report presents overall guidelines for evaluating secondary vocational education programs for special populations. It provides recommendations based on a review of evaluation literature, input from experienced evaluators, and the characteristics of effective secondary vocational education programs for special populations. (31 pages)

Botterbusch, K. F. (1984). **Revised MDC behavior identification form**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This form is intended to aid professionals in the behavior observation of clients. Thirty separate vocationally related behavior categories are included (a revision of the 1974 version of the MDC Behavior Identification Format). (126 pages, \$12.50)

Botterbusch, K. F. (1986). **A comparison of computerized job matching systems**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication compares technical and output aspects of 15 computerized job matching systems. Results of using a particular system are demonstrated by use of a case history. Systems described include CHOICES, VOCOMP, CCAPP, COMPUJOBS, DATAMASTER, ISABEL, JOB MATCHING II, JOBS, LMA, OASYS, VALSEARCH, VARS AIS, and WORK-MATCH. This is a revision of the 1983 edition. (260 pages, \$20.50)

Botterbusch, K. F. (1987). **Vocational assessment and evaluation systems: A comparison**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This is the fifth update of this publication which compares twenty-one commercially available vocational evaluation systems for ease of administration, detail, and utility of the resulting documentation. Technical information, costs, and other system descriptions are also provided. Compared are the Apticom, Career Evaluation Systems, Key System, McCarron-Dial, MESA, MECA, Micro-Tower, Philadelphia JEVS, Prep System, Valpar 17, Skills Assessment Module, SAGE, TAP, TOWER, VALPAR, SINGER, VIEWS, VITAS, WREST, Work Skills Development, and World of Work Inventory. (192 pages, \$22.75)

Botterbusch, K. F., & Michaels, N. (1985). **Testing and test modification in vocational evaluation**.

Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

A guide for selecting appropriate tests for clients. Fifty-five commonly used tests are reviewed in areas of achievement, aptitude, intelligence, interest, work attitude and behavior, and dexterity. A second section discusses how to modify tests for special disability groups. (170 pages, \$16.50)

Crewe, N., & Athelstan, G. (1984). **Functional assessment inventory manual**. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

Functional assessment is a systematic enumeration of a client's vocationally relevant strengths and limitations. It provides: (a) a framework so that clients can be viewed in a comprehensive manner; (b) a means of documenting client characteristics that relate to decisions about eligibility; (c) a more reliable and accurate basis for identifying individuals who are severely disabled; (d) information about what kinds of client services may be needed; and (e) a way of comparing counselor and client perceptions. (96 pages, \$10.00)

DeStefano, L., Linn, R., & Markward, M. (1987). **Review of student assessment instruments and practices in use in secondary/transition projects, revised**. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

The purpose of this research study was to determine the current status of instrumentation and practices of student assessment in programs dealing with the transition of **special education students** from school to work or postsecondary education and to determine areas where current practice was not able to meet the changing demands of transitional services. The authors concluded that the OSERS-funded secondary transition projects made use of a wide variety of student assessment devices for each of the following purposes: initial assessment for placement, assessment for program planning, ongoing assessment/monitoring student progress, and evaluation of program outcome measures. Although several projects are engaged in local instrument development, the majority of projects are using standardized instrumentation. The appendixes include a model programs survey, a review

cation and Rehabilitative Services, U.S. Department of Education.

At the time of printing, an annotation was not available.

Will, M. (1986). Educating students with learning problems: A shared responsibility. Washington, DC: Office of Special Education and Rehabilitative Services, U.S. Department of Education.

This monograph is the result of an OSERS effort to assess the status of the nation's programs for helping students who have learning problems. Recommendations are made to improve current weaknesses in the education process and to provide a basis for discussion for future research.

Winking, D. L. (1988). Supported employment in Illinois: Compendium of program profiles 1987-1988. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This publication presents a comprehensive view of the 48 programs currently participating in the Illinois supported employment initiative. The profiles describe programs in terms of purpose, current focus of programmatic activity, geographic area served, type and level of handicapping conditions experienced by the individuals served, and program-developed products. It is intended for use as a reference by program coordinators, state department personnel, and others interested in replicating integrated employment programs for individuals with disabilities. (72 pages)

Wolfe, E., & Gamble, L. (1988). Programs and services for transition: A synthesis of options. Sacramento, CA: Resources in Special Education.

This handbook lists and describes many excellent programs and services for the transition of "at risk" students into meaningful employment and a quality adult life. The contents are arranged in three sections: pre-school through eighth grade, secondary (9-12th grade), and meaningful employment and a quality adult life. It is meant to be a representative list of options, helpful in coming to a beginning understanding of the wide range of possibilities available in the state of California. (51 pages, \$10.00)

PRINT RESOURCES: SPECIFIC ASPECTS/COMPONENTS OF TRANSITION

This section provides brief abstracts of print materials focused on each of the components of school-to-work transition.

Assessment and Evaluation

Albright, L., & Cobb, R. B. (1988). Assessment of students with handicaps in vocational education: A curriculum-based approach. Alexandria, VA: American Vocational Association.

This training system, developed in response to the comprehensive assessment and service mandates for special needs learners contained in contemporary federal legislation in vocational education, is designed to use in both preservice and in-service settings. It consists of a *Trainer's Manual* and a series of seven training modules on the use of curriculum-based assessment procedures for students with handicaps in vocational education programs. The *Trainer's Manual* is designed to help the trainer organize her/his effort. It is organized in a question/answer format and contains additional information and materials for trainer use in supplementing the content within the modules. The training modules are designed to give specific information to the trainees to help them implement assessment activity in their schools and classrooms. The modules focus on the various assessment stages and purposes that dictate what type of assessment activity to conduct, when it should be done, and by whom. Included as modules are: *Establishing a Curriculum-Based Vocational Assessment (CBVA) Process*, *Understanding Curriculum-Based Vocational Assessment: Purposes and Characteristics*, *Placing Students in Vocational Education Programs*, *Planning a Student's Vocational Education Program*, *Monitoring a Student's Progress in the Vocational Education Program*, *Planning Transitional Services*, and *Evaluating the CBVA Process*. (Trainer's Manual Member Price, \$19.95, Non-member Price, \$21.95; Module Package Member Price, \$45.00, Non-Member Price, \$49.00; Individual Module Member Price, \$10.95, Non-member Price, \$11.95)

Axelrod, V. M., McKinney, F. L., & Parks, M. A. (1987). Guidelines for evaluating secondary vocational education programs for special populations. Columbus: The Ohio State University.

The primary target audiences for this report are vocational education evaluators and national, state, and

lum materials related to school to work transition skills are included. (72 pages)

University of Wisconsin-Madison, The Vocational Studies Center. (no date). Profiles of success, twelve exemplary approaches to serving secondary special education students through the Carl D. Perkins Vocational Education Act. Madison, WI: Author.

The 12 profiles described in this publication were the top entrants in a four-step national competition. From an initial group of 250 nominees, staff from 96 projects/programs around the country completed the second step, providing VSC staff with detailed descriptions of their approaches. In the third step, a national panel of experts reviewed and rated all 96 entrants. In step four, VSC staff conducted two-day site visits to each of the top 12 entrants. (\$63 pages, \$35.00)

University of Wisconsin-Madison, The Vocational Studies Center. (no date). Profiles of success: Ten creative approaches. Madison, WI: Author.

This publication describes the 10 projects/programs that were ranked 13-22 in the competition described in the *Twelve Exemplary Approaches*. Although the federal project required only the selection and description of the top 12 exemplary efforts, the creative approaches described in this publication merit dissemination also. In preparing these descriptions, VSC staff did not conduct site visits. Each description follows the format used to prepare descriptions of the top 12 exemplary approaches selected through this project. (\$18.00)

U.S. Department of Education, Office of the Assistant Secretary for Vocational and Adult Education. (1988). Educating special learners for career success: Focusing on individual needs. Washington, DC: Author.

This report contains the proceedings of the first national forum held in March, 1988, by the Office of Vocational and Adult Education to discuss the needs of special learners in vocational education programs. The conference theme of "Educating Special Learners for Career Success: Focusing on Individual Needs" proposes two central premises: (1) the special learner can be successful in the regular education classroom, and (2) educators can effectively serve students with learning problems without labeling them. This document provides a summary of (1) the presentation by recognized experts and policy makers, (2) the presentations of exemplary or model approaches to meeting the needs of special needs students, and (3) the recommendations of the working groups for improving services to special learners. It is hoped that the information provided will increase awareness of the educational ad-

vantages of focusing on individual needs of special learners in regular vocational education programs, increase awareness of effective practices for improving quality and effectiveness of regular vocational education for special learners, and that it will encourage future exchange with colleagues in the field for continued progress in advancing career success for students with special learning needs. (no charge)

Vandergoot, D., Gottlieb, A., & Martin, E. W. (1988). The transition to adulthood of youth with disabilities. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper cites youth with disabilities as an economically disadvantaged subgroup and explores family support, education, and employment issues as well as the barriers to community participation and self-sufficiency particular to these youth. It includes extensive research findings and policy recommendations. (\$10.00)

Vaughan, S., & Bos, C. S. (Eds.). (1987). Research in learning disabilities: Issues and future directions. Boston, MA: Little, Brown & Company.

This book and the research symposium upon which it is based reflect the acceptance of the challenge to give direction to research in the field of LD. Each chapter focuses on one of six topical areas: (a) models and theories, (b) research, (c) eligibility, (d) assessment, (e) intervention, and (f) public policy. The final chapter synthesizes and builds upon the previous chapters to develop an agenda for future research. References and an index are included.

Wehman, P., Moon, M. S., Everson, J. M., Wood, W., & Barcus, J. M. (1988). Transition from school to work: New challenges for youth with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

This book is a guide to planning and implementing successful transition programs for adolescents with disabilities. It focuses on three basic steps: (a) preparing for transition in the school years, (b) initiating careful transition program planning, and (c) developing employment options and achieving successful placements. Sample forms and worksheets are included to help planning. A brief annotated bibliography on supported employment and transition is included, as well as a list of references. (332 pages, \$25.00)

Will, M. (1984). OSERS programming for the transition of youth with disabilities: Bridges from school to working life. Washington, DC: Office of Special Edu-

students initially enroll in postsecondary vocational education, accumulate credits, and complete a certificate or degree; and (2) the state allocation of federal funds to the secondary and postsecondary levels. The third report will contain recommendations for improving vocational education and is scheduled for release in February, 1989. (70 pages, no charge)

Owings, J., & Stocking, C. (no date). High school and beyond a national longitudinal study for the 1980's. Characteristics of high school students who identify themselves as handicapped. Washington, DC: National Center for Education Statistics, U.S. Department of Education.

This paper describes the longitudinal survey of a large sample of youth who were high school sophomores and seniors in 1980. Although the primary focus of the study is on educational processes and outcomes, detailed data are also collected on career development, labor force participation, and military service, as well as on a variety of personal and family characteristics. The central purpose of the study is to assist in the formulation and evaluation of education policy at the Federal, State and local levels. From the outset, however, an attempt was made to maximize the utility of the data to the entire spectrum of interests within the education community. (42 pages)

Phelps, L. A. (1984). An analysis of fiscal policy alternatives for serving special populations in vocational education. Columbus: The Ohio State University.

This document reviews the current status of underserved special populations. It identifies four optimal federal fiscal policies for improving access to programs, enhancing equity, and strengthening interagency collaboration on behalf of these special needs groups. A total of seven criteria is used for evaluating the effectiveness of each proposed fiscal policy alternative. (45 pages, \$4.95)

The President's Committee on Employment of People with Disabilities. (1988). Special report: An examination of the impact of the Carl D. Perkins vocational education act of 1984 on our nation's citizens with disabilities. Washington, DC: Author.

The Employment Preparation Committee of the President's Committee has been engaged in an examination of the impact of the Carl D. Perkins Vocational Education Act will be coming up for renewal in 1989. This is a compilation of various studies, legislative positions, and documents and reports which portray how individuals with disabilities and other special needs students are served in our nation's vocational education

programs. A summary of the special hearing co-sponsored by the Committee to identify reauthorization issues is included. (21 pages)

Regional vocational special needs coordinator's (RVSNC) handbook. (1988). Macomb, IL: Curriculum Publications Clearinghouse.

This handbook is designed to assist Special Needs Coordinators and other interested individuals in initiating and coordinating supplementary support services for vocational special needs students as designated in the Carl D. Perkins Vocational Education Act. This handbook provides challenging, practical, and helpful information to aid education personnel in meeting the mandates of the Perkins Act and to provide effective support services to special needs vocational education students. (\$80.00)

Weatherman, R. F., Stevens, L. J., & Krantz, G. C. (1986). Passages to career: A framework for transition policy for mildly handicapped young adults. St. Paul: University of Minnesota, Department of Vocational & Technical Education and Department of Educational Psychology.

This document provides a framework for analyzing current policies related to the transition of mildly handicapped young adults from secondary special education through postsecondary vocational education to the workplace and independent living. In Chapter I transition is defined and the ecology of transition is viewed in light of policy analysis and development. Chapter II reports the results of a review of the literature on transition services for mildly handicapped young adults. A number of recent follow-up studies of vocational outcomes are reviewed. Chapter III provides a conceptual framework for examining the process of transition, and the last chapter briefly restates the components of the structure for analysis presented in this report. An appendix presents three alternate methods of applying the framework described in Chapter III.

Weiner, R., & Hume, M. (1987). And education for all: Public policy and handicapped children. Alexandria, VA: Capitol Publications, Inc.

This book examines two decades from the mid-1960s to the present of public policy and its effects on handicapped children. It includes a legislative, regulatory and litigation history; analysis of funding and future litigation; and discussion of preschool, transition and placement issues. This second edition incorporates major new special education legislation, particularly the attorneys' fees and birth through five legislation. Ex-

tensive appendices include text of the Education of the Handicapped Act, child count data, and funding history. (217 pages, \$29.95 softcover, \$53.00 hardcover)

Wisconsin Coalition for Advocacy. (1986). Rights and reality: An action guide to the rights of people with disabilities in Wisconsin. Madison, WI: Governor's Committee for People with Disabilities.

This manual provides the reader with a basic understanding of state and federal laws which specifically apply to Wisconsin residents who have physical or mental disabilities. It is written for non-lawyers and other individuals whose primary interest is in learning more about the rights of people with disabilities. It suggests practical ways of using the law to reach certain goals. It contains citations both to federal and Wisconsin laws and a listing of resources which may be contacted for further information about specific questions. (331 pages, \$10.00)

Parental Involvement

Berg, D. et al. (1985). Successful transition of secondary special needs students: From high school to the community (Paper Presented at the Annual Convention of the Council for Exceptional Children, Anaheim, CA, April 15-19, 1985).

This document presents a specific transition/termination plan developed for mildly handicapped tenth graders. It describes a guide developed to help the student and the parent obtain help from community agencies and a handbook which lists the agency and its services, eligibility and fee requirements, along with names of contact persons. (12 pages)

Davis, C. L. et al. (1986). A guide for parents of college-bound learning disabled high school students. Long Island University transition project learning how to learn: A high school/college linkage model to expand higher education opportunities for learning disabled students (Position Paper Series: Document No. 7 Draft). Brooklyn, NY: Long Island University.

This guide provides a framework to help parents and students go through the college selection process. Included are sections on understanding the LD student, criteria for college selection for LD students, checklists of college LD resources and services, factors in selection of a suitable college, a calendar for college planning and selection, and eight referenced directories of colleges for special needs students. (18 pages)

Dick, M. A., Moulin, L., Pellegrini, S., & Traub, J. (1988). Building bridges: Strategies for parent-professional collaboration training for transition.

Sacramento, CA: Resources in Special Education.

At the time of printing, an annotation was not available. (50 pages, \$10.00)

Educational Service Unit #9. (no date). Agency resource guide: A resource guide for students in transition from school to the community and world of work. Hastings, NE: Author.

The purpose of this handbook is to provide information to help parents and students prepare for the transition from school to the community and world of work. It contains agencies and organizations which may be of assistance in the transition process. Information about the various agencies and organizations is provided to help parents, students, schools, and agencies to all work together to make transition successful. (50 pages)

ERIC Clearinghouse on Adult, Career, and Vocational Education. (1987). Parents' role in transition for handicapped youth (ERIC Digest No. 62). Columbus: The Ohio State University.

This Overview discusses the parents' role in the transition of their handicapped children in the areas of career exploration, job search and survival, independent living skills, and collaboration with educators and other service providers. Additional references are included. (1 page, no charge)

Human Services Development Institute, Center for Research and Advanced Study. (1987). Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. Portland: University of Southern Maine.

Developed by the York County Transition Project, this handbook is for learning disabled teenagers and young adults, their parents, families, and guardians. It addresses a wide range of functioning and disability among the learning disabled and offers many options--programs and services--for those who are deciding what to do after high school. Not all programs or services listed in this handbook may be available in every community or school district, nor may they be appropriate for everyone. The last section of this guide highlights organizations and agencies for the learning disabled to contact for assistance. (106 pages, \$5.00)

Lee, M. K., & Katz, D. (1987). Training parents as career educators of children with handicapping conditions. A manual for parent educators. New York: The Graduate School and University Center of the City University of New York, Institute for Research and Development in Occupational Education, Center for Advanced Study in Education.

This manual addresses the training needs of a wide variety of parent educators and parent-group facilitators who work directly with parents of **special education students entering pre-adolescence or early adolescence**. This book is a resource for all trainers who believe that parents of children with handicapping conditions can learn to be more effective and influential in assisting their children with the career education decision-making process. The manual includes a description of a program model, a chapter on content and process, suggested session plans, and an appendix with rating forms used in program evaluation. (81 pages, \$15.00)

Lee, M., & Tenpas, S. (1988, September). Integrated work with support: Philosophy, technology, outcomes (rev. ed.). Glen Ellyn, IL: Parents Alliance Employment Project.

This updated booklet describes the philosophy and history of the project, describes the job development and job coaching procedures, and outlines the valued outcomes. (15 pages, no charge)

Lerman, R. I., & Ooms, T. (1988). Family influences on transitions to the adult job market. Washington, DC: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship.

This Working Paper analyzes the often ignored interrelationship of family influences and youth employment decisions. It emphasizes the critical connections among youth's living arrangements, the responsibilities of young people, and their choices about work. (\$10.00)

Mountain Plains Regional Resource Center (MPRRC). (1988). A parent handbook: Transition from school to adult life. Des Moines, IA: Author.

At the time of printing, an annotation was not available. (\$10.00)

Mulick, J. A., & Pueschel, S. M. (1983). Parent-professional partnerships in developmental disability services. Cambridge, MA: Academic Guild Publishers.

The intention of this book is to discuss the working relationship between professionals and parents in **developmental disabilities**, to examine some of the circumstances that promote collaboration and trust, and to seriously look at the future of services and collaborative child intervention.

Murphy, J. (Ed.). (1985, July). Introducing transition summary (Transition Summary No. 1). Washington, DC: National Information Center for Children and Youth with Handicaps.

This introductory issue contains information about the types of additional help that can be provided to **handicapped youth** preparing for the future. Articles include: transition before PL94-142, a summary on research concerning services provided by colleges that offer support to **learning disabled students**, steps parents can take beginning in the elementary school years and continuing through high school to prepare their handicapped child for gainful employment, and a workshop developed to help parents plan effectively for their children's career education and employment opportunities. (12 pages, no charge)

Murphy, J. (Ed.). (1986, March). Making sure a house is still a home (Transition Summary No. 3). Washington, DC: National Information Center for Children and Youth with Handicaps.

This issue contains articles concerning the movement of **people with mental retardation** from state institutions into less restrictive residential settings. It describes one organization's effort to develop a parent-based project to monitor the quality of residential placements and one family's experience in learning to let go of their child with mental retardation in order that their child might live independently. (6 pages, no charge)

Murphy, J. (Ed.). (1987). The roles of parents, young people and professionals in promoting the transition to work (Transition Summary No. 4). Washington, DC: National Information Center for Children and Youth with Handicaps.

The purpose of this issue is to describe the action necessary to prepare **students with disabilities** for achieving and maintaining independence throughout their lives, and to highlight important aspects of the roles of parents, professionals, and the young people themselves in transition planning. (8 pages, no charge)

Phelps, L. A., Chaplin, C., & Kelly, A. (1987). A parent's guide to vocational education (No. 8). Washington, DC: National Information Center for Children and Youth with Handicaps.

This paper gives an overview of general considerations and specific strategies for providing vocational education to students with mild disabilities. It describes the various stages of career development and informs parents about how to interact with school personnel to be certain they learn about services available to students before they reach the age of 21. It outlines the transition to work process and recognizes that the transition process cannot be successful unless families and agencies begin working together to systematically plan for it. (11 pages, no charge)

President's Committee on the Employment of People with Disabilities. (1987). Parent-employer partnerships: Developing employment opportunities for youth with disabilities. Report of a national conference. Alexandria, VA: U.S. Department of Education, National Institute on Disability and Rehabilitation Research.

This resource booklet, available from NICHCY, includes key quotations from presenters at the conference who are parents and parent/professional leaders in the field. The resource list includes clearinghouses, sources of information about employment in the federal government, federally funded rehabilitation and research centers with an emphasis on transition, parent resource projects across the country, and a bibliography. (37 pages, no charge)

Rehabilitation Research & Training Center. (No date). Parent/transition packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on parent/transition information is included. (\$3.00)

Rehabilitation Research & Training Center. (No date). Parents packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on parents information is included. (\$3.00)

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project. (1988, August). A reference manual for parent training about supported employment. Minneapolis, MN: PACER Center, Inc.

This manual is comprised of an annotated bibliography of professional journal articles, unpublished manuscripts, books, and audiovisual materials, and contains a list of some of the parent training groups which have developed projects and resources for parent training about supported employment. The purpose of this manual is to provide a list of some of the current resources available for the development and implementation of parent training about supported employment. The manual will be reviewed and updated every six months. (30 pages, no charge)

Tucson Unified School District. (no date). Parent/student guide to transition. Tucson, AZ: Author.

This guide is designed to assist students with handicaps and their parents in planning successful transition plans. It serves as a brief reference guide to help students and their parents become familiar with the vocational, academic, financial, transportation, counseling, and recreation/leisure services available in the Tucson area. Parents and students are urged to contact the agencies and become familiar with their eligibility requirements, availability, and costs of services. (12 pages)

Vocational programming and services for handicapped individuals in Illinois: A roadmap to productive employment (rev. ed.). (1985). Macomb, IL: Curriculum Publications Clearinghouse.

This information guide, developed for parents and handicapped individuals, includes an introduction and overview, and highlights topics which include career development, the early years for career awareness, the middle school years for career exploration, high school and beyond for career orientation and preparation, adult vocational programming and services, and resources for parents and handicapped adults. (\$1.00)

Wetherby, C. (Ed.). (1988). Self-determination (Transition Summary No. 5). Washington, DC: National Information Center for Children and Youth with Handicaps.

The purpose of this issue is to acquaint readers with the issues of independence and self-sufficiency--sometimes called self-determination or self-advocacy--that young adults with disabilities face as they look toward the future. Guidelines, insight, and practical advice is also offered to parents for helping their children with disabilities cultivate some of the skills they will need to

function more independently as adults. (12 pages, no charge)

Wilson, A., & Oswald, L. (Comp.). (1988). Moving right along: A transition information manual for parents of high school students with special needs (rev. ed.). Farmington, UT: Davis County School District.

Produced by the Transition Project Taskforce, this manual was developed for **high school students with special needs** and their parents to assist them in developing transition plans. It identifies vocational education and special education services as well as advocacy and support groups available in the community. (28 pages)

Placement (Educational and Employment) and Follow-Up Services

Aase, S., & Price, L. (1986). Using appropriate documentation within the secondary/postsecondary transition process with learning disabled adolescents and adults. Minneapolis: University of Minnesota-General College, The LD Transition Project.

This paper presents a Sample Transition Plan which will help provide a means for consistent documentation and compilation of information that will begin to address the questions and concerns on transition. (8 pages, \$1.50)

Adelman, P., & Olufs, D. (1986). Assisting college students with learning disabilities: A tutor's manual. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE).

This manual is designed for use by service providers and tutors working with **students with learning disabilities**. Included are suggestions for (1) determining problem areas, (2) helping students study effectively, (3) planning exam strategies, and (4) managing time. Also included is a sample tutoring program for spelling. (38 pages, \$17.00, Member price, \$9.50)

American Council on Rural Special Education. (1988). Employment incentives manual: How to motivate businesses to hire individuals with disabilities. Bellingham, WA: Author.

This manual was compiled to assist rural educators and direct service providers in working with potential employers. Contents include myths and facts about employees with disabilities; current legislation (1981-1985) affecting the lives of disabled individuals in-

involved in transition/vocational education, employment, housing and aids for employment, income maintenance, transportation, and vocational rehabilitation; employee incentives; employment training; job access and accommodation including a detailed description of organizations to assist with job access, adaptation, and accommodation and an additional listing of publications on access and accommodation; and information for employers on interviewing and hiring persons with disabilities, including monetary incentive programs, tax credits and partnership programs, reimbursements for on-the-job training periods, and guides for co-workers. (\$7.50)

American Foundation for the Blind. (1986). The future of work for disabled people: Employment and the new technology. New York: Author.

This publication includes work from contributing authors to help plan to ensure that **workers with disabilities** find their rightful place in the workplace of the future. It provides a projection of what it will take to prepare for the education, training, and placement needs of handicapped individuals in the light of the new emerging technology. As a substantial work force, handicapped workers are too valuable a national asset to be outpaced by the rush of technological changes. (108 pages, \$4.86)

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). (1987). How to choose a college: Decision-making for the student with a disability--taped seminars. Columbus, OH: Author.

These practical, down-to-earth tape recordings provide a framework for decision making when considering the transition to higher education. In Seminar I, educators learn of the huge differences between high school and college. In Seminar II, disabled students and their parents find a step-by-step process for evaluating individual strengths, weaknesses, and interests and methods with which to match these with a postsecondary setting where the student will thrive. Tapes are accompanied by a booklet of supplementary readings. (\$25.00 per seminar)

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). (1987). Support services for LD students in postsecondary education: A compendium of readings. Columbus, OH: Author.

This collection of readings from previous AHSSPPE publications provides a foundation for a support services component on campus. Articles in the com-

pendium address the following topics: (1) transition from high school to college, (2) model service delivery programs, (3) faculty awareness, (4) academic accommodations, (5) psychosocial issues for the LD student, and (6) learning disabilities and employment opportunities. (142 pages, \$23.00, Member price, \$12.50)

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE). (1987).

Unlocking the doors: Making the transition to postsecondary education. Columbus, OH: Author.

This publication is designed to assist high school students with learning disabilities, their parents, and teachers in preparing for the transition to the postsecondary setting. In addition to general transition information, it contains specific suggestions for building personal transition files. These files help students bring into one place information that will aid postsecondary service providers to accommodate students with learning disabilities. (24 pages, \$7.50, Member price, \$5.50)

Barrett, J., & Lavin, D. (1987). **The industrial work model. A guide for developing transitional and supported employment.** Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication discusses the principles and methods RISE, INC., a large Minnesota facility, used to build an industry integrated training program of transitional and supported employment. The content includes philosophical issues, setting up the program, marketing, administrative issues, funding, and service delivery strategies. The RISE Supported Employment Program received the Jeremiah Milbank Foundation "Award for Excellence" in 1985, and in 1986, their Transitional Employment Program was honored at a White House ceremony recognizing exemplary services. (143 pages, \$19.50)

Bellamy, G. T., Rhodes, L. E., Mank, D. M., & Albin, J. M. (1988). **Supported employment: A community implementation guide.** Baltimore, MD: Paul H. Brookes Publishing Co.

The book begins with an outline of the five goals critical to successful programs, and goes on to describe employment models to consider in establishing specific ones. It provides practical suggestions for forming a planning group and developing a program proposal. It outlines several management tools and helps to guide the reader through important management decisions, such as those related to staff training and quality control. Parents, educators, and human service workers

will find this book invaluable for its abundant advice on implementing supported work programs and helping more people with disabilities join the working world. (287 pages, \$21.00)

Berkell, D. E., Lapsley, D., Fichandler, C., Ufheil, J., & Berry, P. (no date). **Project READDY: Job training manual.** Greenvale, NY: Long Island University, Special Education and Reading Department.

This manual has been designed to provide special educators, adult service delivery providers, and parents with strategies for providing community-based job training to youth with autism and other developmental disabilities. Section I deals with a variety of work sites which have been identified as appropriate training placements. Analyses of job skills and types of jobs available are presented. Section II, the Generic Skills Section, includes analyses of tasks which may be performed at more than one work site. The analyses in both sections have been developed for use at community-based work sites. (507 pages)

Bhaerman, R. D., Belcher, J. A., & Merz, H. E. (1986). **A helping hand: Guide to customized support services for special populations.** Bloomington, IL: Meridian Education Corporation.

This guide presents information and insights, strategies, guidelines, and specific practices for use in delivering support services for special populations, particularly those relating to placement and follow-through. It includes a section on ideas worth considering, general approaches to planning, specific planning activities, and a matrix of national resource organizations. It is intended to be used by administrators, instructors, counselors, and placement coordinators who work with special populations in a variety of settings. (182 pages, \$17.95)

Biller, E. F. (1988). **Understanding adolescents and young adults with learning disabilities: A focus on employability and career placement.** Springfield, IL: Charles C. Thomas, Publisher.

Chapters in this book include the definition of learning disabilities, minimal brain disfunction and learning disabilities, RSA acceptance of persons with learning disabilities, characteristics and profiles of adults with learning disabilities, state rehabilitation agencies, SLD adults, and rehabilitation placement. (114 pages, \$21.50)

Boyer-Stephens, A., & Wallace, S. (1988). **ACCESS SKILLS: Generic informal assessment instruments and checklist.** Columbia: Missouri LINC.

This guide contains tasks designed to measure fine skill areas relating to vocational programs (math, physical demands/working environment, aptitudes/working environment, aptitudes, temperament, and vocational). Includes checklist for specific vocational programs. It is designed to provide special education teachers with the means to informally assess a student's vocational specific workskills and help prepare that student for placement into a specific vocational education program. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$7.90, Missouri; \$9.30 out of state)

Brill, J. (1987, Spring). Learning disabled adults in postsecondary education. Washington, DC: HEATH Resource Center.

This resource paper describes the increasing participation of **learning disabled people in postsecondary education**. It provides information to learning disabled students, their parents and advocates when planning ahead for education after high school. Ways to initiate and/or improve services to learning disabled students have been highlighted for administrators, instructors, and support staff at secondary and postsecondary institutions. A discussion of options after high school is presented. Annotated information about standardized testing, recorded texts, and selected resources is also included. (8 pages, no charge)

Brill, J., & Hartman, R. C. (1987, July). Financial aid for students with disabilities. Washington, DC: HEATH Resource Center.

An overview of the financial aid system is provided in this resource paper. A discussion of the roles and responsibilities of those who play a significant part in the process of providing aid to **students with disabilities** is presented. It addresses the financial aid application procedure, and suggests timelines and resources for those individuals seeking financial aid. Additional possibilities for financial assistance is included. (8 pages, no charge)

Brown, J. T., & Brown, G. G. (1988). From access to equity: Equalizing educational opportunity for disabled college women. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE).

Women with disabilities in higher education are confronted by unique issues of double discrimination. This publication is a resource manual for service providers who want to take concrete action towards integrating **women with disabilities** into the mainstream of college life. It contains materials for affirmative ac-

tion programs, career services, disabled student services, health services, physical education, residence life, secondary school teachers and counselors, wellness programs, and students. (270 pages, \$8.95)

Burgess, C., & Zhu, G. (1988). The Marriott philosophy at work: A study of corporate success with the handicapped. Seattle: University of Washington, College of Education.

This monograph examines a corporation which has won numerous awards for its involvement in creating employment stations for the **handicapped**. The hope is that this examination will provide insights into ways concerned citizens and educators can approach employers to increase the demand for handicapped employees. (71 pages)

Cipani, E. (Ed.). (1989). Transitioning exceptional children and youth into the community. New York: The Haworth Press.

This book includes the latest research in state of the art practice approach for helping **exceptional children and youth** make the transition into the community. (\$32.95)

Como, P., & Hagner, D. (1986). Community work development. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication outlines a way of thinking about developing community-based work for **persons with disabilities** and providing vocational services to that group. It encourages a marketing model in which there are two clients, the individual with the disability, and community businesses. (63 pages, \$8.75)

Council of Chief State School Officers. (1986, March). Disabled students beyond school: A review of the issues. Washington, DC: Author.

This position paper discusses the nature of the problem concerning the development of **postsecondary** options for all **disabled students**. It also covers the obstacles to smooth transition from school to work and independent living, education efforts to address transition needs of disabled students, and recommendations for state education agency leadership. (10 pages, no charge)

Council of Chief State School Officers. (1987). The disabled student in transition. Washington, DC: Author.

This paper discusses the concerns of the transition of **disabled youth** from school to postsecondary set-

tings. It includes information on the barriers presented in the transition process, various transition systems, the role of parents and state education agencies in the transition process, and provides a description of four state transition plans from Maine, Idaho, New York, and the state of Washington. (13 pages, no charge)

Dalke, C. (1988). How prepared for college are students with learning disabilities? A report of parent perceptions. Whitewater: University of Wisconsin-Whitewater, Project HAPPEN Transition Project.

This paper is the second in a series focusing on the needs of college-bound students with learning disabilities as they and their families prepare to make the transition into college life. Presented in this paper are the results of a survey answered by 31 parents of college students with learning disabilities and a summary which concludes that parents are critical members of the transitioning process and therefore, must be included and informed. (12 pages)

Dalke, C. (1988). How prepared for college are students with learning disabilities? A report of self-perceptions. Whitewater: University of Wisconsin-Whitewater, Project HAPPEN Transition Project.

This paper is the first in a series which focuses on the needs of college-bound students with learning disabilities as they prepare themselves for college life. It presents the results of a survey given to 44 college students with learning disabilities in which they responded to questions about their self-perceived preparedness for college. The paper strongly suggests that secondary students are underprepared for the academic and social demands of postsecondary education. The report identifies the family as one of the strongest forces in preparing the transitional student for college, and suggests that the earlier the process begins, the better prepared is the student. (13 pages)

Davie, A. R. (1987, Fall). Young adults with learning disabilities and other special needs: Guide for selecting postsecondary transition programs. Washington, DC: HEATH Resource Center.

This resource paper provides information about programs after high school for young adults who have disabilities which make these students inappropriate candidates for the traditional choices of work, training, and college immediately after high school. The paper describes the characteristics of this population, as well as components of the education and training programs which seem to be successful. It includes sections addressed to parents and advisers, including counselors, transition specialists, and program directors. Guide-

lines are listed for recognizing the young person's strengths and weaknesses, which will affect program choice. An annotated listing of programs and resources is included as well as selected information about employment, publications, and funding. (11 pages, no charge)

Davis County School District. (1986). Special education and vocational education: Transitional handbook. Farmington, UT: Author.

This booklet is designed to assist those teachers involved with the education and job placement of special needs students. It provides an overview of the transitional stages needed to enable a handicapped student to become a capable employee. Sections in the booklet cover a variety of topics which include job development resources, community supportive services, and youth employment laws.

DeStefano, L., & Rusch, F. R. (1987). Supported employment in Illinois: Assessment issues (Vol. 2). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This volume of *Supported Employment in Illinois* includes three papers that address the special demands that supported employment places on vocational evaluation and assessment practices. Each paper treats the topic uniquely, even though some themes remain common throughout the monograph. Appendixes include references, ISEP funded projects, and ordering information for supported employment publications.

ERIC/OSEP Special Project on Interagency Information Dissemination. (1988). Graduation requirements, adult services, and the transition of students with handicaps (Abstract 19). Reston, VA: The Council for Exceptional Children.

This publication presents the methodology, results, findings and recommendations of two surveys dealing with graduation requirements, adult services, and the transition of students with handicaps. The first survey, *State Graduation Policies and Program Practices Related to High School Special Education Programs*, discusses increased academic requirements, competency testing, and the types of diplomas awarded to special education graduates. The second survey, *Do We Know Enough to Plan for Transition?*, reports a survey of state agencies responsible for services to persons with severe handicaps. (1 page, no charge)

Faddis, C. R. et al. (1987). A study of job clubs for two-year college students with learning disabilities. Columbus: The Ohio State University.

A study was conducted to determine how job clubs help two-year college students with learning disabilities improve their job-seeking skills and knowledge of the world of work in preparation for making a successful transition from school to work. The job clubs were conducted at six two-year colleges throughout the country. Researchers worked with the projects to facilitate the clubs and to report on activities and outcomes. (220 pages)

Fidely, D. (1988). Job coaching in supported work settings. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This publication addresses the many roles and functions of job coaches in various employment settings. Techniques and procedures that have been found to be effective in actual job coaching situations are discussed. These situations are as diverse as their roles: liaison to private businesses, key instructional provider, socialization coordinator, and placement counselor. Job coaching is so multidimensional and demanding that this publication also deals with the personality characteristics and attitudes found in successful job coaches. Discussions of self-concept, physical and emotional flexibility, and decisiveness are provided. In addition, numerous forms, surveys, and data sheets are included. (148 pages, \$15.99)

Friedenberg, J. E., & Bradley, C. H. (1986). Finding a job in the United States: A guide for immigrants, refugees, LEP job seekers, and foreign-born professionals. Lincolnwood, IL: National Textbook Co.

Written clearly and simply for those whose native language is not English. This book contains job information based on the successful experience of job seekers who are not native Americans, plus advice from the U.S. Department of Labor. It includes information about customs, laws and regulations as well as a systematic plan for job hunting.

Gajar, A. (1987). Programming for college students with learning disabilities. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE).

This publication offers a model for institutions that are beginning support services components. The manual was developed to facilitate the initiation of service delivery programs for LD students in the university mainstream rather than in a separate individualized curriculum. (188 pages, \$25.00, Member price, \$16.00)

Gardner, J. F., Chapman, M. S., Donaldson, M. A., & Solomon, G. J. (1988). Toward supported employment: A process guide for planned change. Baltimore, MD: Paul H. Brookes Publishing Co.

This manual provides hands-on information for facilitating the change from a segregated work activity program to a supported employment program. Key elements of change are introduced, change-related variables that must be controlled are identified, and roles and responsibilities of management and key staff are defined. Plans for conducting a market analysis are included, as well as assessing workers' needs and skills, inventorying staff capabilities, and designing organizational structures for the conversion process. References are included. (176 pages, \$18.00)

Harnisch, D. L., Lichtenstein, S. J., & Langford, J. B. (1986). Digest on youth in transition. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This document is the first in a series of annual descriptions of data examining the educational, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. This digest represents analyses conducted with two major data sources. Each year additional analyses will be performed to consider the current information and emerging trends in longitudinal databases.

Hartley, N., & Lehmann, J. (1988, October). Supplemental services resource guide. Fort Collins: Colorado State University, Vocational Special Needs School of Occupational & Educational Studies.

This resource guide was developed to establish written guidelines for the effective development, implementation, and management of a successful Supplemental Services program serving disadvantaged, handicapped, and limited English-speaking students enrolled in vocational education programs. It provides an overview of the necessary components of a supplemental services program, including recommended practices. In addition, example forms, brochures, and lists of materials and community resources are included to assist in the development and operation of the program. Since duties and programmatic services are similar at the secondary and postsecondary level, the contents of this resource guide apply to both levels unless stated otherwise, as in the program implementation chapters. The chapters include an overview of supplemental services, definition of terms, legislation, supplemental service coordinator's role and function, vocational assessment, assessment

instruments, secondary program implementation, community resources, postsecondary program implementation, advisory committees, public relations, and program evaluation. This manual is designed both for those who will be starting new supplemental service programs and for those supplemental service coordinators who want to enhance their current programs. Examples are included wherever possible to assist the Supplemental Services Coordinator and/or members of the Supplemental Services support team in delivering effective programs within their local school district or community college. (250 pages)

Heal, L. W., Haney, J. I., & Amado, A. R. N. (Eds.). (1988). Integration of developmentally disabled individuals into the community (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

The purpose of this second edition is to summarize the empirical, ideological, and legal scholarship that has been devoted to the integration of **developmentally disabled citizens** into the mainstream of American life. This volume documents trends that are shaping events in the field of developmental disabilities. The authors provide valuable insights into the controversies generated by the changes now taking place and analyze the latest research findings with an eye toward identifying the current state of knowledge, recommending directions for further investigation. Extensive references are included. (368 pages, \$24.95)

HEATH Resource Center. (1985, September). Make the most of your opportunities: A guide to postsecondary education for adults with handicaps. Washington, DC: Author.

This resource paper explains how **disabled students** of all ages can take on the challenge of education and training after high school and succeed. It contains practical suggestions to assist in managing the daily challenges that arise with continuing education programs. It describes the special services that are available to handicapped persons and how to arrange for the necessary services. A list of resources is included. (6 pages, no charge)

Hippolitus, M. (1986, August). Education for employment: A guide to postsecondary vocational education for students with disabilities (1986-87 edition). Washington, DC: HEATH Resource Center.

This resource paper presents information, resources, and references concerning vocational education of **disabled postsecondary students** so that vocational administrators and instructors, vocational evaluators, counselors, and other support staff can assess

their efforts to provide equal opportunities for students with disabilities to participate fully in all facets of vocational education. Practical suggestions for the student on effective accommodation through both regular and special instructional arrangements are included. (12 pages, no charge)

Hippolitus, P. (no date). College freshmen with disabilities preparing for employment: A statistical profile. Washington, DC: HEATH Resource Center.

An analysis of information from a 1985 college freshmen survey conducted by the Cooperative Institutional Research Program at UCLA on full-time disabled college freshmen is released in this publication. This is one of the few publications containing national data on **disabled postsecondary students**. It reveals the differences and similarities between freshmen with disabilities and without disabilities. The publication is meant to increase awareness of the potential for including students with disabilities on all American campuses. (11 pages, no charge)

Hoachlander, G., & Stoddard, S. (1987). What works and why: Employment training programs in the Bay area. Berkeley, CA: Institute for the Study of Family, Work, and Community.

This report prepared for the Employment Training Forum of the Bay Area Council addresses the question: What works and why in employment training programs in the Bay Area? Twelve programs recommended as doing an outstanding job of preparing entry-level employees and nominated by 100 major employers in the Bay Area, as well as the Employment Training Panel and the Private Industry Councils were selected for a series of case studies. (29 pages)

Hooley, M. (no date). Transition from school to work and adult life: A guide for planners. Des Moines, IA: Mountain Plains Regional Resource Center, Drake University, Memorial Hall.

At the time of printing, an annotation was not available.

Idaho State Department of Education. (1986). Transition! School to community. Boise, ID: Author.

At the time of printing, an annotation was not available.

Industry-education collaboration for special needs youth and adults, (no date). Macomb, IL: Curriculum Publications Clearinghouse.

This booklet deals with programs, strategies, and references/resources pertaining to industry-education

collaboration for **special needs youth and adults**. Individuals with special needs, such as the disadvantaged, handicapped, and LEP, require special considerations by educators as well as employers as they seek to prepare these individuals for the economic and employment mainstream. This booklet describes several effective approaches to such preparation. (\$50)

Janicki, M. P., Krauss, M. W., & Seltzer, M. M. (Eds.). (1988). Community residences for persons with developmental disabilities: Here to stay. Baltimore, MD: Paul H. Brookes Publishing Co.

This text examines critical issues in the management, operation, and evaluation of community residences for **persons with developmental disabilities**. The many contributors to this volume have written on the subjects of trends and issues, residential program development and operation, staffing, and safety and design considerations, and present a broad overview of community residences. References, epilog, and index are included. (400 pages, \$39.95)

Jarrow, J. et al. (1986, January). How to choose a college: Guide for the student with a disability. Washington, DC: HEATH Resource Center.

This booklet was designed to assist students with a **disability** to help organize their search and decision-making in choosing a college. It maximizes their chances of being successful in college, and is to be shared with parents as well as others in the planning process of choosing a postsecondary institution. A list of selected resources is included. (16 pages, no charge)

Katski, M. A., Mendelson, M., Foster, J., Tilson, G., & Neubert, D. (1987). Transitional programming for mildly disabled out of school young adults: An implementation manual. Washington, DC: George Washington University.

This manual was developed to serve a variety of needs. Used in its entirety, the manual provides organizations and/or individuals with a systematic approach to developing a program offering employability skill training, job placement, and follow-up support to individuals requiring assistance in obtaining and maintaining a job. In itself each section can serve as a resource. This manual provides a step-by-step approach that enables the reader to implement the JT&T program. Many sections feature "pointers," guidelines developed by the JT&T staff, that increase the effectiveness of the procedures outlined. A case study to illustrate the use of specific procedures is presented in each section. (172 pages, \$20.00)

Kiernan, W. E., & Stark, J. A. (Eds.). (1986). Pathways to employment for adults with developmental disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

This text examines the status of competitive employment for **persons with disabilities**. It describes the Pathways Model, designed to help increase the variety, quality, and availability of employment opportunities, and carefully considers additional environmental factors for community adjustment and employment success. (336 pages, \$36.95)

La Mar, K., & Rosenberg, B. (1988). Synthesis of individual transition plans: Format and process. Sacramento, CA: Resources in Special Education.

The report is a prototype of the ITP, including process and format. The pre-meeting component is comprised of a listing of activities that are necessary in order to prepare for the ITP meeting. Included in this section is a manual to assist families. The section, "Conducting the ITP," lists a series of steps which guide the ITP team. The evaluation component includes a monitoring form and a discussion of the process of evaluating an ITP meeting. (134 pages, \$20.00)

Levine, P., Edgar, E., Dubey, P., & Levine, R. (1987). Special education students in transition: Methodological guidelines. Seattle: University of Washington, Experimental Education Unit.

This publication presents the guidelines and materials for conducting follow-up and follow along studies, specifically the Five Year Follow-Up Study and the Three Year Follow Along Study. These procedures have been developed to efficiently answer the question: "What happens to **special education students** when they leave school?" (102 pages, \$8.00)

Mangrum, C. T. II., & Strichart, S. S. (1984). College and the learning disabled student: A guide to program selection, development, and implementation. Orlando, FL: Grune & Stratton, Inc.

This book is concerned with the college opportunities for **learning disabled students** in the United States. It pulls together information and resources on programs, organizations, and associations. The authors surveyed and visited many colleges with LD programs. Responses provide information on admission policies, program development and implementation, characteristics of students in these programs, and cooperation between high school and college personnel in preparation of LD students for this transition. It lists programs that provide services for LD students with average or above I.Q. (207 pages, \$29.50)

Michaels, C. A., Thaler, R., Gioglio, M., Zwerlein, R., & Apostoli, B. (1987). From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school and rehabilitation professionals. Albertson, NY: Human Resources Center.

This manual presents the strategies and techniques developed in this model project which facilitates the transition of students with learning disabilities from high school into community college. Guidelines are presented for replicating similar types of transitional support services. References are included. (\$15.00)

National Association of Trade and Technical Schools, HEATH Resource Center, Association on Handicapped Student Service Programs in Postsecondary Education. (no date). How to choose a career ... and a career school: For the student with a disability. Rockville, MD: Author.

This career finding leaflet for the disabled student discusses career choices, the student's interests and disability, salary, advancement, job demand, job mobility, working conditions, education and licensing requirements, and shopping for a career school. Included is a guide to skill training at NATTS-accredited schools. (no charge)

The National Center on Employment & Disability, Human Resources Center. (no date). How to succeed in college: A handbook for students with learning disabilities. Albertson, NY: Author.

A workbook designed to meet the specific transitional needs of high school students with learning disabilities. It has been prepared for those students contemplating or about to enter college and will help them in choosing an appropriate college and in learning more about themselves. (\$15.00)

Piland, W. E. (1984). Community college linkages: Impact of the DAVTE special needs addendum on the delivery of support services at the community college. Springfield: Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

This paper presents the results and recommendations of a study conducted to determine the manner in which special needs services were organized in all 39 community college districts of Illinois, the types of services offered, the coordinator's informational needs regarding services offered, and the types of post-college transitional services offered to special needs students. (28 pages)

President's Committee on Employment of People with Disabilities. (1989). Learning disability: Not just a problem children outgrow (3rd ed.). Washington, DC: Author.

This updated publication examines complexities and misconceptions common to learning disabilities and lists resources for further information. It is intended to assist people with learning disabilities in preparing for work. (no charge)

President's Committee on Employment of People with Disabilities. (1985). Supervising the LD adult. Washington, DC: Author.

This publication addresses aspects concerning the employment of LD adults. (no charge)

Rusch, F. R. (Ed.). (1986). Competitive employment issues and strategies. Baltimore, MD: Paul H. Brookes Publishing Co.

This book has been developed to provide a forum for review of the research in the human services fields that is related to employment services for persons with handicaps. In particular, competitive employment has progressed sufficiently to offer solutions to many of the employment problems encountered by the handicapped. The primary emphasis is on issues and strategies in competitive employment. The strategies presented relate to a new competitive employment model referred to as "supported work" which in turn leads to competitive employment. This text is intended for advanced undergraduate and graduate students, researchers, service providers, and others interested in improving employment opportunities and enhancing quality of life for persons with handicaps. (363 pages, \$36.00)

Scheiber, B., & Talpers, J. (1985). Campus access for learning disabled students: A comprehensive guide. Washington, DC: Closer Look, The Parents' Campaign for Handicapped Children & Youth.

This book was written to help learning disabled students achieve success in postsecondary education and to help campuses make accessibility possible. The first chapters define and explain learning disabilities and describe the diagnostic processes used to determine the specific disabilities. The subsequent chapters discuss postsecondary options; how to select an appropriate one; and how to achieve campus access through academic advising, accommodations, study skills, and personal adjustment. The last chapter gives suggestions for starting postsecondary programs for the learning disabled students. (195 pages, \$17.95)

Scheiber, B., & Talpers, J. (1987). Unlocking potential: College and other choices for learning disabled people: A step-by-step guide. Bethesda, MD: Adler & Adler Publishers.

This text is for use by parents, professionals and LD adults themselves. A wide range of topics is explored and a brief overview of Section 504 and changes in campus access is included. References and organizations are included throughout the text. (\$12.95)

Seelig, S. (1987). A college guide for LD service providers (Position Paper Series: Document No. 12). Brooklyn, NY: Long Island University.

The paper briefly reviews current issues and concerns facing postsecondary schools that provide services to learning disabled students. The bulk of the document consists of sample forms and lists of organizational and print resources. Thirty-three references are also provided. (29 pages)

Seidenberg, P. L. (1986). The high school/college connection. A guide for the transition of learning disabled students (Position Paper Series: Document No. 8). Unpublished manuscript. Brooklyn, NY: Long Island University.

This paper describes a three-stage transition model for college-bound LD students which includes: (1) high school instruction, (2) planning for transition, and (3) placement in an appropriate college program.

Seidenberg, P. L. (1987). The unrealized potential: College preparation for secondary learning disabled students. A guide for secondary school administrators, faculty, and parents (Position Paper Series: Document No. 10). Washington, DC: Office of Special Education and Rehabilitative Services.

The guide identifies and discusses critical components of high school programs designed to facilitate college placement as well as preparation of potential college-bound learning disabled secondary students for the demands of college settings. Appendixes contain sample study guides, an outline of basic competencies needed for postsecondary education, and a sample transition plan. (30 pages)

Shaw, S. F. et al. (1987). Preparing learning disabled high school students for postsecondary education. Chicago, IL: Author.

This document, based on a paper presented at the Annual Convention of the Council for Exceptional Children in Chicago, April 20-24, deals with a comprehensive approach to better serve the college-bound learning disabled high school student including early

transition planning, instructional programming, social skills intervention, and selection of appropriate post-secondary settings. A five-page reference list is included in the document. (29 pages)

Tindall, L. W. et al. (1987). Replicating jobs in business and industry for persons with disabilities. Madison: University of Wisconsin-Madison, The Vocational Studies Center.

Five manuals are available to assist in the replication of jobs performed by persons with disabilities in business and industry. Each 200-page manual describes 70 nonstereotypical jobs currently performed by persons with disabilities. Jobs from all regions of the U.S. are included. For each job, the employer is listed along with the address and telephone number of a person to contact for further information. Each manual describes jobs performed by persons with mental, learning, emotional, hearing, visual, and physical disabilities. Each job description contains information about the company, job requirements, job information, significant duties, and special considerations for the handicapped employee. (\$12.50 per manual, or Five Volume Set \$65.00)

Trach, J. S., & Rusch, F. R. (1987). Supported employment in Illinois: Program implementation and evaluation (Vol. 1). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This issue of *Supported Employment in Illinois* includes reports of three research studies concerning the process of providing supported employment services to persons with disabilities. These articles describe the design of an instrument to measure the process of supported employment, present a validation of that instrument, and discuss the use of case study methodology as a means of studying the process of supported-employment services delivery. Appendixes to this monograph include a directory listing of Illinois Supported Employment Programs and a supported employment publications list order form.

Tucson Unified School District. (no date). Making a difference: An employer's handbook on hiring people with disabilities. Tucson, AZ: Author.

This booklet is intended to be used by cooperating employers with the Special Education Vocational Education Program in the Tucson Unified School District. It describes the cooperative education program, lists the advantages and benefits to participating employers, and summarizes the outcomes resulting from employing people with disabilities. (9 pages)

Virginia Department of Education, Division of Special Education Programs. (1987). Postsecondary education/rehabilitation transition for the mildly mentally retarded and the learning disabled. Project PERT operations manual. Richmond, VA: Author.

This manual provides detailed procedures for implementing the activities with the Project PERT Education/Rehabilitation model. Project PERT was designed to develop a procedure for identifying and serving learning disabled and mildly mentally retarded students who have the potential for developing sophisticated vocational/technical skills if provided with a longitudinal program which combines the resources of both education and rehabilitative services. The manual, accompanied with a resource manual and a training manual, is to be used as a handbook for project implementation by MIT members, Project PERT staff, and others wanting to implement similar education/rehabilitation transition programs. Appendices are also included containing descriptions and forms for MITs' roles and responsibilities, student identification and selection, the admissions process, evaluation services and reports, support services, IEP/WRP guidelines, and summary checklists. (175 pages)

Wehman, P., & Moon, M. S. (Eds.). (1988). Vocational rehabilitation and supported employment. Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides an historical overview for state-of-the-art application, instructions for implementing supported employment programs more effectively, community based program strategies, and techniques that enhance employment outcomes for individuals from various populations. (384 pages, \$43.00)

Wheeler, J. (1987). Transitioning persons with moderate and severe disabilities from school to adulthood: What makes it work? Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This book was written for anyone who has an interest in the quality of life afforded persons with moderate and severe disabilities. It examines laws and barriers that have created the current patchwork of transitional programs. A step-by-step planning that leads to effective transitions from school to competitive employment is outlined. It provides a discussion of the positive outcomes of a solid transitional process on the provision of residential, vocational, and recreational opportunities for persons with disabilities. The author believes that it is through such a multi-faceted approach that transition efforts will perceptively improve the quality of life for

individuals with moderate and severe disabilities. Among its readers should be educators, residential providers, vocational rehabilitation personnel, social service staff, parents, and advocates. Figures, questionnaires, and a case study are provided. (88 pages, \$10.75)

Whitehead, V. et al. (1987). Transitions: Vocational education from jail to community. Final report. Springfield: Illinois State Board of Education, Department of Adult, Vocational and Technical Education.

A project was conducted to help prison inmates in Will County, Illinois, make an effective transition to employment in the community. During the project, an eight-session, in-jail job search course in career exploration and preemployment skills and a follow-up program for jail residents in transition were developed. A volunteer target population of 20 jail residents was followed throughout their transition from jail to community and was evaluated in a summary profile report. The bulk of this document consists of four appendixes which include: profiles of the 20 inmates forming the target population and related data; the job search syllabi for students and teachers and related materials including the project brochure; a set of product abstracts; and two participant success stories. (109 pages)

Wilcox, B., & Bellamy, G. T. (1987). A comprehensive guide to the activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

The companion volume to *The Activities Catalog* serves as a guide on why and how to use the system in high schools, community residential settings, and supported employment services. It explains the important curriculum functions including assessment, design of intervention strategies, and program evaluation. (195 pages, \$29.95 for both volumes)

Wilcox, B., & Bellamy, G. T. (1987). The activities catalog: An alternative curriculum for youth and adults with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co.

A functional, community-referenced curriculum for youth and adults with severe handicaps that emphasizes real activities in leisure, personal management, and work domains. (This is the companion volume to *A Comprehensive Guide to The Activities Catalog: An Alternative Curriculum for Youth and Adults with Severe Disabilities*.) The catalog format emphasizes that what individuals learn and do is guided by family values and community opportunities, not strict curriculum sequences. (91 pages, \$29.95 for both volumes)

Winking, D. L., DeStefano, L., & Rusch, F. R. (1988). Supported employment in Illinois: Job coach issues (Vol. 3). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This is volume 3 in the *Supported Employment in Illinois* series. Its focus is on the role of job coach as key facilitator of community employment for a population whose members were previously restricted to segregated settings and were considered inconsequential producers. The three case studies included in this volume evaluate in depth three programs associated with the Illinois Supported Employment Program (ISEP) to discover the real and perceived duties involved in the position of job coach. This report has implications for the inservice and preservice training of job trainers and may be used as a resource by those professionals who want to replicate supported employment programs within their own agency. References and a directory of funded projects are included. (134 pages)

Wolfe, D., & Rawlings, B. W. (1986, June). Hearing impaired students in postsecondary education--1986 edition. Washington, DC: HEATH Resource Center.

Definitions of relevant terms, options for students, and practical suggestions for students, faculty and service providers is provided in this resource paper on postsecondary educational opportunities for hearing impaired people. References made to books, organizations, specific programs, and special equipment are included as well as a list of selected readings. (8 pages, no charge)

Wooten, S. M., & Wooten, C. L. (1987). A process for transition from secondary to postsecondary studies for students with learning disabilities. Tallahassee: Florida A&M University.

The Learning Development and Evaluation Center (LDEC) at Florida A&M University offers students with specific learning disabilities the opportunity to succeed in postsecondary education. LDEC provides psychoeducational assessments upon which an individualized educational plan is based. Guidelines encompass initial screening procedures, ongoing evaluation, and recordkeeping. (14 pages)

Personnel Development

American Council on Rural Special Education. (1988). Rural transition strategies that work. Bellingham, WA: Author.

This manual was designed to assist rural educators and direct service providers in establishing rural transition programs. The manual provides descriptions of over fifty exemplary rural transition programs, strategies and practices tested in rural areas, information on how to involve parents and families in transition programs, ideas for establishing prevocational curricula, employer training and community education, information on finding on-the-job training sites and how to create employment by providing a service, suggestions for developing a business, rural transportation alternatives, career planning and exploration, information on community members as trainers, and maximizing limited job sites. (\$5.00)

Boyer-Stephens, A. (1987, July). Vocational resource educator handbook (rev. ed.). Columbia: University of Missouri-Columbia, Missouri LINC.

This handbook serves as a guide for Vocational Resource Educators (VREs) in Missouri as they work with handicapped students in vocational education programs. It identifies the "major" concerns VREs have as they perform their role in individual settings according to school policies. The handbook addresses seven major goals for VREs: (1) develop a communication network, (2) assist in assessment and appropriate program placement, (3) facilitate the mainstreaming process, (4) serve as a resource to vocational instructors, (5) provide job placement and follow-up, (6) provide inservice for other staff, and (7) evaluate a VRE's program. (304 pages, order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; \$15.00, Missouri only; \$18.00, out of state)

Brady, M. P., & Gunter, P. L. (Eds.). (1985). Integrating moderately and severely handicapped learners: Strategies that work. Springfield, IL: Charles C. Thomas Publisher.

The first section in this book provides foundations for administrative strategies. In the remaining sections an examination of each of the following strategies is provided: service delivery, planning individualized programs, implementing individualized programs, and the future. (328 pages, \$42.25)

Chadsey-Rusch, J., & Hanley-Maxwell, C. (Eds.). (1986). Enhancing transition from school to the work-

place for handicapped youth: Personnel preparation implications. Champaign: University of Illinois, College of Education, National Network for Professional Development in Vocational Special Education, Office of Career Development for Special Populations.

This document includes twelve invited papers that were presented at a series of conferences sponsored by the National Network for Professional Development in Vocational Special Education. It is the intent of this document to improve existing personnel preparation programs and to establish new programs that enhance transition activities for youth with handicaps.

Cockrum, J. (1987). LEP handbooks for vocational teachers with limited English proficient students. Austin: The University of Texas at Austin, Extension Instruction and Materials Center.

This series has three concise publications, *LEP Handbook for Co-op Teachers*, *LEP Handbook for Technology Education Teachers*, and *LEP handbook for T&I Teachers*, to help vocational teachers who teach in English but have students who are lacking in English proficiency. It also features a conference leader's guide that can be used locally to set up teams of vocational and other teachers for this challenging task. (\$6.00)

Connecticut State Department of Education. (1986). Transition from school to work: A resource manual for practitioners and parents of students with disabilities. Hartford, CT: Author.

The purpose of this manual produced by the project, Planning and Developing Cooperative Transitional Services for Handicapped Youth in Connecticut, is to assist local school districts and other service providers in establishing or strengthening programs designed to assist students with disabilities to make a successful transition from school to work and adult life. It is divided into six sections, the last of which provides a list of resources, a glossary and a bibliography.

Dougan, P. et al. (1986). Personnel training: Model vocational special needs programs. Module 8. Sacramento: California State University.

Part of a training curriculum designed to prepare a multidisciplinary team of preservice/in-service personnel to deliver vocational and special education experiences for disabled individuals, this competency-based module focuses on model vocational special needs programs. Content includes rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, and learning activities and alternatives. A list of resources and a selected bibliography is also included. (29 pages)

Eagle, E., Choy, S., Hoachlander, E. G., Stoddard, S., & Tuma, J. (1988). Increasing vocational options for students with learning handicaps. Berkeley, CA: Institute for the Study of Family, Work, and Community.

This book outlines the appropriate steps that can be taken by local educators to expand the options of students with handicaps in vocational education. Separate chapters highlight the steps to be taken by vocational education teachers, vocational education administrators, special education teachers, professional support staff, and local administrators. It maintains a conviction that students with mild learning handicaps can succeed in mainstream vocational education and with appropriate direction, interested educators can make that possible. The suggestions provided in this book are based on a study of thirty exemplary programs in six states: California, Florida, Illinois, Oklahoma, Wisconsin, and New York. The study's findings are discussed in more detail in the report "Improving the Options of Handicapped students in Mainstream Vocational Education," available from the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. (47 pages)

Elliott, B., Schalock, R. L., & Ross, I. (1988, May). Handbook for transition planning and implementation. Hastings, NE: Educational Service Unit #9.

This handbook was designed to operationalize the rural transition model and to provide special education personnel serving handicapped students with suggested guidelines for transitioning handicapped students into post-secondary employment and independent living environments. It outlines the steps involved in the transition process, and discusses specific procedures that will allow school personnel to develop both the skills and strategies necessary to implement and maintain post-secondary employment opportunities. Also included are current references, a glossary, a self-survey, and forms which allow the use of this handbook as a practical field guide for school and agency personnel. (151 pages)

Erekson, T., & Rotatori, A. F. (1986). Accessibility to employment training for the physically handicapped. Springfield, IL: Charles C. Thomas Publisher.

An introduction to accessibility and employment training, and a table of contents including accessibility in vocational education labs, access and use of vocational training equipment, and techniques for teaching physically disabled persons is included in this book. It is intended to assist educational personnel in providing

opportunities and training for the physically handicapped. Teaching techniques and a list of resources is included. (159 pages, \$28.00)

Feller, R. (1986). A guidebook to "a better way": Serving special needs, non-traditional students and the Perkins Vocational Education Act. Ft. Collins: Colorado State University, School of Occupational and Educational Studies.

This document accompanies a video training series entitled "A Better Way" for those serving special needs and nontraditional students. The guidebook provides information to enable educators, parents, and human service personnel to help secondary and postsecondary students access vocational education and make the transition from school to employment and further training. Together these materials increase understanding of how to provide disadvantaged and handicapped students (as defined by the Carl Perkins Vocational Education Act) with the guidance and special service assurances required by the Act. The materials on parents/guardians and students are in both English and Spanish. (36 pages, \$60.95--includes two videotapes)

Field, S., & Allen, M. (1988). Managing diversity: Maximizing employee strengths and minimizing limitations. A training program to help first-line supervisors deal with differences and disabilities. Seattle: University of Washington, Experimental Education Unit.

This manual serves as a guide to assist trainers in presenting two-day workshops for first-line supervisors of persons with disabilities. The guide is intended to help provide a flexible structure for presenting information desired by supervisors and is adaptable to the varied teaching styles of the trainers and the varied learning styles and informational needs of the participants. The manual assembles and organizes all of the materials necessary for conducting the workshop, presents a series of group and individual activities, and provides the trainer with sample narratives that can be incorporated into the workshop presentation. (\$35.00)

Fradd, S. H., & Tikunoff, W. J. (Eds.). (1987). Bilingual education and bilingual special education: A guide for administrators. Waltham, MA: Little, Brown and Company.

This presents a collection of articles for school district administrators responsible for limited-English-proficient students, including those students who require special education services. Topic areas addressed include: legislation and litigation, instruction and in-

structional leadership, reducing bias in assessment, program planning and development, and teacher development.

Halpern, A. S., & Nelson, D. J. (1988, September). Secondary special education and transition teams procedures manual. Carson City: Nevada Department of Education.

In Nevada, "transition teams" have been formed and located in counties throughout the state. The purpose of these teams is to discover and implement new and better ways of providing secondary special education and transition services to improve the transition process. The purpose of this manual is to describe the founding and operation of transition teams with sufficient detail to assist teams in getting started and functioning effectively. The early parts of the manual provide guidelines for the procedures that can be used by transition teams to structure the work that is done by these teams. Later sections include a description of funding resources and a collection of useful forms and instruments for helping teams to do their work. The manual also includes a section which describes the underlying rationale for the work of transition teams and the final section documents the accomplishments of transition teams up to the point of the manual's publication. (150 pages)

Harold Russell Associates (HRA). (1985). Development of staff roles for supported and transitional employment programs: Proceedings and recommendations of the consensus seminar. Washington, DC: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).

OSERS and the National Institute of Handicapped Research contracted with HRA to define the functions and competencies of staff of Transitional Employment (TEPs) and Supported Employment Programs (SEPs) for severely disabled persons. The delineation of staff functions and competencies for these programs was accomplished through a Delphi Process. The purpose of the Consensus Seminar was to have the results of the Delphi process reviewed and discussed by members of the Advisory Committee, the Delphi panelists, representatives of federal and state agencies, and TEP/SEP personnel. (9 pages)

Huebner, K. M., Simpson, F., & Roberts, F. K. (1986). Collaborative planning: Transition from school to work. Training ideas, strategies and activities. New York: The American Foundation for the Blind.

This is the third of a three part manual designed to assist state team members of the AFB National Leader-

ship Institute in further identifying and refining individual state team needs and goals, planning and training efforts, and in clarifying the factors which positively influence the transition of **blind and visually impaired youth**. It includes modules on (a) individual transition plan through individual transition team, (b) self-help group development, (c) developing a publication, and (d) seminar/conference/workshop development. (184 pages)

Kelker, K. et al. (1986). Planning for transition: An implementation guide for administrators and teachers. Billings: Montana Center for Handicapped Children.

This implementation guide, based on the Montana Model for Education of the Severely Handicapped, is intended to assist administrators and teachers in planning for the transition of **special education students** from one placement to another, with emphasis on preparation for community living and independent functioning. A bibliography concludes each of the eleven modules. A glossary and sample planning forms are appended. (232 pages, \$8.00)

The National Center on Employment & Disability, Human Resources Center. (no date). The hidden resource: Tapping the potential of workers with learning disabilities. Albertson, NY: Author.

This 3 1/2 hour training program consists of a self-directed trainer's guide, videotape, and transparencies. The training program is designed to assist rehabilitation professionals and employers in placing, hiring, and supervising **workers with learning disabilities**. (\$157.87, preview price 2 weeks \$57.87)

The National Center on Employment & Disability, Human Resources Center. (no date). Vocational rehabilitation for learning disabled adults: A handbook for rehabilitation professionals. Albertson, NY: Author.

A practical guide which encourages individualized services for each client based on the experiences of Human Resources Center in developing vocational programs for **persons with learning disabilities**. Informative and immediately usable by all service providers. (\$10.00)

North Carolina Department of Public Instruction, Division for Exceptional Children. (1987). Transition and students with exceptionalities: A training manual. Raleigh, NC: Author.

This training manual consists of modules developed to assist in parent training, communication with students and parents, transition planning, curriculum development, competitive employment, networking, and

recreation and leisure activities. Appendixes include articles on adult learners, ice breaker activities, and instructor and course evaluation forms.

North Carolina Department of Public Instruction, Division for Exceptional Children. (1987). Transition from school to adult life: A handbook for service providers. Raleigh, NC: Author.

The purpose of this handbook is to provide assistance to school and adult services personnel in planning for the transition to adult life of all **exceptional students** regardless of the level of services they may require. A model is presented which conceptualizes the movement through various levels and highlights the period of transition between school and adult settings. Planning for and providing transition services is discussed. A bibliography and appendixes are included.

North Dakota Department of Public Instruction. (1986). Transition: A team approach—a process handbook. Bismarck, ND: Author.

This manual has been prepared to assist families, teachers, and other personnel who work with **individuals with handicaps** in aiding the student through the transition process. A bibliography is included. Attachments for the following are also included: IEP transition plans, application packet and checklist, program synopses, service directory, glossary, and a four-step transition model. (70 pages)

Parrish, L. H., & Kok, M. R. (1985). Procedures handbook for special needs work-study coordinators. Frederick, MD: Aspen Publishers, Inc.

This handbook is intended to be used as a tool for improving an individual's program and professional performance in special education delivery. The purposes in writing this book have been to (1) inform administrators of the program goals, strengths, weaknesses, merits, and advisable methods for work-study programs; (2) inform work-study coordinators on topics of greatest concern to their program—coordinating employment, laws and regulations, and resources; (3) instruct work-study coordinators on the skills needed to run such a program; and (4) share work-study coordinators' expertise. (167 pages, \$42.00)

Rehabilitation Research & Training Center. (No date). Inservice training packet. Richmond: Virginia Commonwealth University.

A compilation of resources focusing on inservice training information is provided in this packet. (\$3.00)

South Carolina Department of Education. (1983). Working with handicapped and disadvantaged students in vocational education. Columbia, SC: Author.

This handbook was prepared for use by South Carolina's vocational educators who are responsible for teaching students with special needs. Designed to broaden the understanding of the needs of the special learner, it suggests strategies for approaching the instruction process. Beginning with a discussion of federal legislation and State regulations, the handbook is organized into the following handicapping conditions: orthopedic, mental, visual and hearing, emotional, speech, learning disabled, and the disadvantaged. Information related to each of the seven handicapping conditions is presented in the following format: description of the handicapping condition, unique needs of students with the handicapping condition, strategies for working with the handicapped student in a vocational education classroom, and an annotated bibliography. (244 pages)

Warger, C. L., & Weiner, B. B. (Eds.). (1987). Secondary special education: A guide to promising public school programs. Reston, VA: The Council for Exceptional Children.

This book is written for administrators, directors, and other special education personnel who are responsible for design and implementation of service delivery to secondary youth. The majority of the book describes actual programs including resource room options, vocational programs, and special schools and centers. (185 pages, CEC Member Price, \$16.00; Non-member Price, \$20.00)

West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A., & Dunafon, D. (1985). Missouri transition guide: Procedures and resources. Columbia: University of Missouri-Columbia, Missouri LINC.

This guide aims to provide individuals involved in the transition process with a systematic means of implementing transition and disseminating information regarding resources available to assist in the process. The guide consists of a transition model and an explanation of its implementation. It includes an extensive listing of transition resources in the areas of legislation, support services for independent living, recreation and leisure, rural, parenting and transition options as well as a practical means of measuring the success of a transition program. (Order from Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia; 175 pages, \$9.25, Missouri only; \$10.65, out of state)

Whittier Union High School District, Career Assessment and Placement Center. (1988, March). Dissemination manuals of programs. Whittier, CA: Author.

The Career Assessment and Placement Center (CAPC) is a joint effort of the Whittier Area Cooperative Special Education Program and the Whittier Union High School District. The Center provides vocational and independent living services to individuals who have been diagnosed as having a physical, mental, or emotional disability, who have minimal self-care skills, and who are junior high school age or older. Included are manuals on operations, the career education/transition program, vocational counseling, vocational education, and job development and placement. The purpose of the manuals are to provide assistance and direction to anyone interested in starting a transition program and to assist those programs already in place.

Winstead, A. S. (no date). Procedures manual for handicapped and disadvantaged programs. Columbia: South Carolina Department of Education, Office of Vocational Education.

The purpose of this manual is to serve as a guide to school systems that administer programs for handicapped and disadvantaged persons enrolled in vocational education programs. To facilitate an understanding of program requirements and program features, this manual focuses on the legal mandates, how students are identified, how students are assessed, the assessment instruments utilized, services that can be provided, how student progress can be charted, and placement requirements. Included in the manual are appendices for student referral forms, individualized vocational plan, career development plan, sample student interview form, teacher interview form, training analysis forms, evaluation forms, and resources. The forms provided in the appendices are provided to serve as guides and may be modified as required to meet individual school needs. (52 pages)

Wisconsin Department of Public Instruction. (1985). Designated vocational instruction. A cooperative process for change. Madison, WI: Author.

This handbook explains the concept of the Designated Vocational Instructor (DVI) approach, used in Wisconsin, as an interdisciplinary effort between special and vocational education. The overall goal of the program is to significantly improve the scope sequence and quality of secondary level vocational education for exceptional education need (EEN) students. This handbook describes some key components of the DVI approach, and serves as an on-going resource or job guide for new and existing DVI personnel. Eight major cate-

gories of responsibility that are associated with the DVI role in the local school setting are described: (1) communication, (2) consolidation of administrative support, (3) provision of inservice, (4) vocational assessment consideration, (5) effective placement of EEN students in vocational education classes, (6) the development of vocational related IEPs and skill mastery concerns, (7) competency-based instructional considerations, and (8) providing instructional support. (228 pages)

PRINT RESOURCES: PROFESSIONAL RESOURCES

This section includes print resources of direct interest to professionals.

Annotated Bibliographies and Literature Reviews

American Association for Counseling and Development. (1986). Counseling the handicapped. Alexandria, VA: Author.

This resource bibliography is divided into the following subtopics: assessment, career counseling of the handicapped, counseling techniques and strategies, counseling the handicapped in college/postsecondary settings, counseling the mentally retarded, outdoor activities, parent roles and relationships, promotion of independent living of the handicapped, public and professional attitudes toward the handicapped, special concerns associated with the handicapped, and vocational rehabilitation of the handicapped. (AACD Member Price, \$6.00; Non-member Price, \$7.50)

Bibliography of bilingual materials for career/vocational education. (1985). Macomb, IL: Curriculum Publications Clearinghouse.

This bibliography includes career and vocational education related holdings from the library collections at the Northwest Educational Cooperative. It is designed for use by counselors, vocational instructors, and ESL teachers. Materials include those dealing with career education, vocational training, vocational ESL, cross cultural counseling, and assessment. Instructional as well as professional reference resources are provided. A list of publishers and distributors is also included. (\$1.75)

Bilingual vocational staff development resources: A selected bibliography. (1984). Macomb, IL: Curriculum Publications Clearinghouse.

This annotated bibliography provides teacher educators and administrators with resources to plan and implement pre- and in-service training for instructors serving LEP vocational students. It is divided into five sections: (1) instructor training models and resources, (2) vocational training for LEP students--program planning instructional methods and materials, (3) vocational ESL methodology, (4) bibliographies of instructional materials, and (5) research studies on the LEP and minorities relative to vocational education and employment. (\$1.50)

Fry, R. (1986). Work evaluation and adjustment: An annotated bibliography. Menomonie: University of Wisconsin-Stout, Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services.

This annotated bibliography covers all previous Materials Development Center bibliographies on vocational evaluation and adjustment from 1947 through 1984. Contains entries for 2154 documents, all of which are available on loan from the Materials Development Center. (263 pages, \$21.50)

Leach, L. N., & Harmon, A. S. (1986). Annotated bibliography on transition from school to work (Vol. 1). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

One of the objectives of the Secondary Transition Intervention Effectiveness Institute is to review annually and synthesize literature pertaining to evaluation methodology, the efficacy of secondary and transitional services, and related topics. This compilation is the first of five volumes and seeks to represent a broad range of topics concerned with transition and evaluation. The intent of this bibliography is twofold: (a) to assist those professions in the field in locating a wide variety of material on particular topics germane to transition and evaluation, and (b) to facilitate communication and information sharing among those who are involved in similar types of activities.

Leach, L. N., & Harmon, A. S. (1987). Annotated bibliography on transition from school to work (Vol. 2). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Volume 2 of the *Annotated Bibliography on Transition from School to Work* continues the review of the literature pertaining to evaluation methodology, the efficacy of secondary and transitional evaluation methodology, and related topics that was begun in Volume 1. Coverage is not comprehensive, but rather representative of what has preceded current transition efforts,

what is going on now, and what is recommended for future analysis and study. Volume 2 does not duplicate Volume 1; therefore using both volumes will provide a more accurate review of the transition literature. As with Volume 1, the intent of Volume 2 is (a) to assist professionals in locating relevant resource materials on transition and evaluation, and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition. (231 pages)

Leach, L. N., & Harmon, A. S. (1988). Annotated bibliography on transition from school to work (Vol. 3). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

Volume 3 of the *Annotated Bibliography on Transition from School to Work* continues the review of the literature pertaining to evaluation methodology, the efficacy of secondary and transitional evaluation methodology, and related topics that was begun in Volume 1. Coverage is not comprehensive, but rather representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 3 does not duplicate Volume 1 or Volume 2; therefore using all three volumes will provide a more accurate review of the transition literature. As with Volume 1 and 2, the intent of Volume 3 is (a) to assist professionals in locating relevant resource materials on transition and evaluation, and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition. (282 pages, \$8.50)

National Association of Rehabilitation Facilities. (1988). NARF supported employment bibliography. Washington, DC: Author.

This contains listings of articles and books on the subject of supported employment. (\$5.00)

Palmer, J. T., Velleman, R., & Shafer, D. (1984). The transition process of disabled youth: A literature review. Unpublished manuscript. Human Resources Center, Albertson, NY.

This document represents an extensive review of the content of several research, demonstration, and training projects funded by the Federal government, and a review of literature databases which focused on the transition of disabled youth from school to other pursuits. As such the literature presented is representative of information available to professions in the transition field.

Price, L. (1986). A selective review of the professional literature concerning the transition process of learning

disabled adolescents and adults. Minneapolis: University of Minnesota-General College, The LD Transition Project.

This paper is a brief discussion of the professional literature in the area of learning disabilities that applies to the transition process of LD secondary and postsecondary students. Fifty citations are explained under the subcategories of research about the impact of learning disabilities on adolescents, research about postsecondary service delivery models for LD adults, and research about vocational options for LD adults. The author concludes that a great deal of information is currently being written about this topic, but it is still preliminary. More research needs to be done to define key concepts and effective materials or techniques in promoting successful transition for individuals with learning disabilities. (17 pages, \$1.50)

Price, L., & Johnson, K. (1986). The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. Minneapolis: University of Minnesota-General College, The LD Transition Project.

This bibliography, containing entries on the secondary to postsecondary transition process for learning disabled adolescents and adults, will be updated periodically with the new additions sent free of charge to those who have previously ordered the entire bibliography. (35 pages, \$5.00)

Schill, W. J. (1988). Annotated bibliography on transition: Transition research on problems of handicapped youth. Seattle: University of Washington, College of Education.

This annotated bibliography is an alphabetical listing of authors, citations, and abstracts of literature reviews conducted by the Transition Research on Problems of Handicapped Youth (TROPHY) staff in preparation for a number of research activities. (198 pages)

Schill, W. J. (1988). Annotated bibliography: Transition research on problems of handicapped youth. Seattle: University of Washington, College of Education.

This annotated bibliography on transition is an alphabetical listing of authors, citations, and abstracts of literature reviews conducted by the TROPHY staff in preparation for a number of research activities.

Snauwaert, D. T. (1987). Annotated bibliography on transition policy. Champaign: The University of Illinois, Secondary Transition Intervention Effectiveness Institute.

This document is an annotated bibliography of 13 references regarding federal policy toward transition.

Wurtz, P. R. (1986). Transitional employment and supported work: A partial annotated bibliography.

Menomonie: University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, School of Education and Human Services.

Increased emphasis by policy makers on decreasing the delay experienced by a person with disabilities desiring entry into competitive job markets has led to a proliferation of materials designed to define transitional and supported work, describe entry programs, and provide processes to allow the integration of transition and support concepts with existing programs. Over 200 publications and major journal articles, research papers, and books are included in this annotated bibliography. All documents are on file with the Materials Development Center and are available on a loan basis. (52 pages, \$5.50)

Directories

American Association of Community and Junior Colleges and American Council on Education. (1988).

Community colleges and students with disabilities: A directory of services and programs. Washington, DC: HEATH Resource Center.

The directory is based on a Spring 1987 survey which illustrates the role that community colleges play in education and training of students with disabilities. The survey reveals that educating students with disabilities is the norm in the nation's two-year colleges today. Over 700 of the nation's community, junior, and technical colleges are included. Designed especially for special service providers, counselors, campus administrators, and others who work on disability issues or with disabled students, as well as those seeking to start such programs. (59 pages, \$5.00 plus \$2.50 for postage and handling per single copy from AACJC Publication Sales, 80 South Early Street, Alexandria, VA 22304)

Directory of residential centers for adults with mental disorders and developmental disabilities. (1988).

Phoenix, AZ: The Oryx Press.

This directory lists residential centers arranged alphabetically by state and city for adults with mental disorders and developmental disabilities. The entries include the names of a contact person, a brief history of the facility, client profile, fees, social and rehabilitative

services, and educational or vocational services. Special indexes include a list of centers by the characteristics exhibited by adults, and indexes listing funding sources, and specialized programs. (304 pages, \$75.00)

ERIC/OSEP Special Project on Interagency Information Dissemination. (1987). Topical directory: Vocational education and transition (Directory of Ongoing Research No. 1615). Reston, VA: The Council for Exceptional Children.

This directory provides basic information and abstracts, wherever available, of research projects dealing with vocational education and transition that are currently funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The information in this directory is taken directly from the OSEP's in-house database of research grants. (28 pages, \$5.00)

ERIC/OSEP Special Project on Interagency Information Dissemination. (1988, December). Topical directory: Vocational and secondary education and transition to adult life (Directory of Ongoing Research No. 1814). Reston, VA: The Council for Exceptional Children.

This directory provides basic information and abstracts, wherever available, of research projects dealing with vocational and secondary education and transition to adult life that are currently funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The information in this directory is taken directly from OSEP's in-house database of research grants. (84 pages, \$5.00)

HEATH Resource Center. (1986). National directory of transition specialists. Washington, DC: Author.

This directory identifies the persons responsible for coordinating and/or overseeing transition initiatives in the state agencies of education and vocational rehabilitation. It is for parents, professionals, and disabled persons interested and concerned about the critical transition period from high school to adult working life. The persons listed in the directory can be contacted for information on current transition activities as well as future transition services being planned in a particular state. (22 pages, no charge for single copy)

HEATH Resource Center. (1987). HEATH resource directory. Washington, DC: American Council on Education.

This directory has been compiled to help answer many different kinds of questions from disabled per-

sons, families, counselors, teachers, administrators, and others. It is intended to provide a selection of resources in the major areas of interest in the field, rather than a comprehensive listing. The organizations included can frequently respond to questions about an individual's own situation and can provide published materials. In addition, each organization in the Directory is likely to be able to suggest further resources close to the caller's location. (25 pages, no charge)

Helen Keller National Center for Deaf-Blind Youth and Adults. (1987). Directory of agencies and organizations serving deaf-blind individuals (rev. ed.). Sands Point, NY: Author.

This directory is designed as a resource and an aid to parents and professionals who are seeking services for deaf-blind individuals nationwide. The Directory includes federally funded and public and privately funded programs, and the listings appear alphabetically according to state, city, and name of agency. The data includes director's name, geographical service area, eligibility requirements, age range of the population served, major services, communication modes, funding sources, and contact person, and reflects the participants' responses. (\$15.00)

National Information Center on Deafness. (1988). Career information registry of hearing impaired persons in professional, technical and managerial occupations (CIR/HI). Washington, DC: Author.

The directory is an important networking tool for hearing impaired people--whether employed or still students--who want to identify career possibilities and get firsthand information from registrants about their careers and the challenges they faced along the way. For employers, the directory is a resource identifying a pool of qualified workers. Parents, teachers and counselors can use the directory as a reference to identify role models and provide inspiration for young, hearing impaired students. (\$7.00)

National Technical Institute for the Deaf. (1988). College and career programs for deaf students. Washington, DC: Gallaudet University Press.

This revised 1988-89 edition is a comprehensive listing of college programs for young adults who are deaf. It contains an alphabetized program listing by geographic region and state, information about admissions, enrollment, costs, degrees available, and preparatory activities for each program. Also included is a reference table of support services available at all institutions, as well as an informative question and answer section for students. (\$12.95)

Slovak, I. (Ed.). (1985). BOSC directory: Facilities for learning disabled people. Congers, NY: BOSC (Books on Special Children).

This directory is divided into two sections. The first section contains a group of articles about learning disabilities, particularly aimed at parents, and the second section lists programs by state. The directory is for professionals and parents who are seeking placement information for those with learning disabilities. The 1987 Supplement completes the volume. (200 pages, \$28.00)

Slovak, I. (Ed.). (1987). 1987 Supplement. Congers, NY: BOSC (Books on Special Children).

The supplement to *BOSC Directory: Facilities for Learning Disabled People* lists schools and independent living programs, colleges and vocational training programs and agencies. An index of facilities for persons over 21 and a general index by facility name is included. (100 pages, \$5.00)

U.S. Department of Education. (1985). Partnerships in education: Exemplary efforts across the nation. Washington, DC: Author.

This is a free report describing collaborative projects between schools and the private sector across America in such areas as business and law, computer science, engineering, mathematics, and humanities. It also provides a brief description of partnership projects in volunteer and tutoring, programs to prepare handicapped secondary school students for employment and assist them in career planning, vocational training, teacher development, grants and awards, programs such as adopt-a-school, research, and how-to programs.

Resource Guides

Apple, Inc. and DLM/Teaching Resources, Inc. (1988). Apple computer resources in special education and rehabilitation. Allen, TX: Author.

This is a collection of information about hardware and software programs that when used with Apple products provide disabled individuals with new options and opportunities. More than 1000 hardware and software products, publications, organizations, networks, and directories that help children and adults with disabilities use computers are featured. (\$19.95)

Baker, J., & Cocchi, W. (Eds.). (1987). Blindness/visual impairment directory of resources. Columbus, OH: Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE).

Compiled by the AHSSPPE Blindness/Visual Impairment Special Interest Group, this is a collection of information resources for use by service providers and students at the postsecondary level. This compendium of services and products is available to assist **individuals who are blind or visually impaired**. (35 pages, \$5.00, Member price, \$3.00)

Chase, S. A., & Gordon, R. (1987). Special needs resources for vocational education. Columbus: The Ohio State University.

This catalog is intended as a reference for vocational education personnel who serve **special needs populations**. It contains two types of resources: organizations and materials. The organizations include advocacy groups, clearinghouses, libraries, professional associations, research and development centers, and rehabilitation research and training centers. (92 pages, \$8.75)

Dougan, P., & Kaney, H. (1988). California transition: Resources and information for special education. Sacramento, CA: Resources in Special Education.

At the time of printing, an annotation was not available. (300 pages, \$20.00)

Foundation For Children With Learning Disabilities. (no date). The FCLD learning disabilities resource guide. New York: Author.

This guide provides a state-by-state listing of schools, clinics, camps, and other resources for the **learning disabled**. (\$12.00)

From school to working life: Resources and services (Reference Circular No. 86-1). (1985, October). Washington, DC: National Library Service for the Blind and Physically Handicapped, The Library of Congress.

At the time of printing, an annotation was not available.

Liscio, M. A. (1986). A guide to colleges for hearing impaired and deaf students. Troy, MO: Academic Press.

At the time of printing, an annotation was not available. (\$26.95)

National Association of Rehabilitation Facilities. (1988). NARF supported employment resource guide. Washington, DC: Author.

This guide provides information on supported employment research and training projects, Federal and State contracts, and other subjects. (\$5.00)

PACER. (1988, August). Students in transition using planning. Minneapolis, MN: Author.

Pacer's newly-revised resource manual includes outlines which organize and explain the concepts introduced in each workshop; activities in which students participate; and information handouts that explain postsecondary education or vocational training programs, financial aid, accessing employment, housing options and other topics.

Peterson's Guides. (no date). Peterson's guide to colleges with programs for learning disabled students. Princeton, NJ: Author.

At the time of printing, an annotation was not available.

Skyer, R., & Skyer, G. (1987). What do you do after high school?: The nationwide guide to residential, vocational, social and collegiate programs serving the adolescent, young adult, and adult with learning disabilities. Rockaway Park, NY: Skyer Consultation Center.

A nationwide guide to collegiate, counseling, residential, social, and vocational programs serving the **adolescent, young adult, and adult with learning disabilities**. (\$29.95)

JOURNALS

The following entries represent various journals available to researchers, policymakers, parents, individuals with handicaps, secondary and postsecondary educators, administrators, counselors, and others interested in improving the transition process of special populations.

ACCENT on Living Magazine
Cheever Publishing, Inc.
Gillum Road and High Drive
P.O. Box 700
Bloomington, IL 61702

ACCENT publishes articles with strong emphasis on the practical day-to-day needs of individuals who have

disabilities. Also included is what active handicapped consumer groups are accomplishing in an increasing number of areas across the United States. (\$6.00 year)

American Journal of Mental Retardation

1719 Kalorama Road, N.W.
Washington, DC 20009-2684
(202) 387-1968

This bimonthly scientific and archival journal, published for the American Association on Mental Retardation, is designed for reporting original contributions to the knowledge of mental retardation and its treatment and prevention. It publishes reports of empirical research; systematic reviews and theoretical reinterpretations of relevant research literature; scholarly reassessments of clinical, historical, legal, philosophical, or other literatures relevant to understanding or preventing mental retardation, and reports of evaluative research on new treatment procedures or programs. (\$30.00 bimonthly, \$10.00 single copy)

American Rehabilitation

U.S. Department of Rehabilitation Services
Administration
U.S. Department of Education
Mary E. Switzer Building, Room 3212
330 C. Street, S.W.
Washington, DC 20202
(202) 732-1296

Written by various professionals in the field, this journal publishes articles involving federally funded programs for the disabled. (\$5.00 quarterly, \$1.75 single copy)

Behavior Modification

Sage Publications Inc.
275 S. Beverly Drive
Beverly Hills, CA 90212
(213) 274-8003

This quarterly interdisciplinary journal is designed to publish relevant research and clinical papers in the area of applied behavior modification. The scope includes assessment and modification techniques for problems in psychiatric, clinical, education, and rehabilitation settings. (\$32.00 individual, \$80.00 institution)

Career Development for Exceptional Individuals (CDEI)

The Council for Exceptional Children
Department CF88 M
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

As the official publication of the Division on Career Development, this semiannual periodical is devoted to original contributions to the knowledge of career development for individuals with exceptional characteristics and needs. (\$16.00 individual, \$4.00 single copy)

The Career Development Quarterly

AACD Order Services
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800
(800) 545-AACD

This practitioner-oriented quarterly journal is read by more than 6,000 professionals in career counseling and career education in a wide range of settings. Timely topics are written by noted authors, and periodic reviews of assessment instruments and printed career information are included. (\$20.00)

Careers & The Handicapped

Equal Opportunity Publications
44 Broadway
Greenlawn, NY 11740

This journal highlights role-model profiles of professionals who are disabled, career-guidance articles aiding the physically challenged in finding jobs and helping them move up in their companies, as well as affirmative action and news developments. (\$10.00 biannually)

Education and Training in Mental Retardation

Council for Exceptional Children
Division on Mental Retardation
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

The focus of this journal is on the education and welfare of persons who are retarded. Its emphasis on identification and assessment, educational programming, characteristics, training of instructional personnel, habilitation, prevention, community understanding and provisions, and legislation. (\$20.00 quarterly, \$6.00 single copy)

Education of the Visually Handicapped

Heldref Publications
4000 Albemarle Street, N.W.
Washington, DC 20016
(202) 362-6445

This quarterly journal is published for teachers and parents of visually handicapped children. (\$33.00 quarterly, \$8.25 single copy)

Exceptional Children

The Council for Exceptional Children
Department CF88 M
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

The research journal of The Council for Exceptional Children informs readers through research studies, articles by authorities in the field of special education, reviews of professional books and films, and discussions of current issues and problems. It is published 6 times a year and is included with CEC membership. (\$35.00 individual, \$7.00 single copy)

Exceptional Parent

1170 Commonwealth Avenue
3rd Floor
Boston, MA 02134

This journal offers practical guidance to parents of children with disabilities. (\$16.00 individual, \$20.00 institution)

Focus on Exceptional Children

Love Publishing Co.
1777 S. Bellaire Street
Denver, CO 80222
(303) 757-2579

Published 9 times a year, this journal is a service to teachers, special educators, curriculum specialists, administrators, and those concerned with the special education of exceptional children. (\$24.00 individual, \$30.00 institution)

Journal for Vocational Special Needs Education

Division of Occupational and Vocational Studies
The University of North Texas
P.O. Box 13857
Denton, TX 76203-3857

Published three times a year by the National Association of Vocational Education Special Needs Personnel, this journal's audience includes vocational and special educators concerned with the vocational education of special needs students and state departments of vocational education and special education. It contains articles pertaining to vocational preparation for special needs students including teacher preparation, program design, student characteristics, materials and methods modification, community resource development, pre-vocational experiences, and cooperative work arrangements. (\$18.00 individual, \$6.50 single copy)

Journal of Career Development

Human Sciences Press
72 Fifth Avenue
New York, NY 10011-8004
(314) 882-6386

This journal provides the profession, the public, and policy makers with the latest in career development theory, research and practice, focusing on the impact that theory and research have on practice. Among the topics covered are career education, adult career development, career development of special needs populations, career development and the family, and career and leisure. (\$12.00 individual)

Journal of College Student Development

AACD Order Services
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800
(800) 545-AACD

This bimonthly journal is specifically for college-based residence hall directors, counselors in college counseling centers, deans of students, financial aid and campus activities personnel, admissions counselors, faculty and academic administrators, and others interested in student life issues. In-depth coverage of topics such as needs of special populations and career planning will give a perspective on how other colleges are dealing with contemporary issues. The journal also features research strategies and evaluation techniques that are particularly applicable for student affairs practitioners and student development educators. (\$15.00 individual)

Journal of Learning Disabilities

Pro-Ed
5341 Industrial Oaks Boulevard
Austin, TX 78735-8809
(512) 892-3142

The *JLD*, published 10 times a year, is a multidisciplinary publication containing articles on practice, research, and theory related to learning disabilities. *JLD* includes reports of research, opinion papers, case reports, and discussion of issues which are the concern of all disciplines in the field. (\$40.00 individual, \$50.00 library and institution, \$8.00 single copy)

Journal of Postsecondary Education and Disability

P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

Published by the Association on Handicapped Student Service Programs in Postsecondary Education, this

quarterly publication provides in-depth examination of research, issues, policies, and programs in postsecondary education. (\$15.00 individual)

Journal of Special Education

Pro-Ed

5341 Industrial Oaks Boulevard

Austin, TX 78735-8809

(512) 892-3142

A quarterly entering its 21st year of publication, this is one of the premier publications in its field. It offers a wide range of articles important to the learning disabilities specialist and others interested in children and adults with special problems. (\$30.00 individual, \$45.00 institution)

Journal of Special Education Technology

JSET, Peabody College

Box 328

Vanderbilt University

Nashville, TN 37203

The purpose of this quarterly journal is to provide a vehicle for the proliferation of information, research, and reports of innovative practices regarding the application of educational technology toward the development and education of persons with handicaps. (\$17.00 includes membership, \$12.00 student, \$4.50 single copy)

Journal of the Association for persons with Severe Handicaps (JASH)

Luanna Meyer Voeltz, Editor

7010 Roosevelt Way, N.E.

Seattle, WA 98115

(206) 523-8446

A quarterly publication which presents research findings, review and position papers, program descriptions and case studies, and practical applications of instructional procedures. Formerly the *AAESPH Review*, this journal is published quarterly for the Association for Persons with Severe Handicaps. (\$33.00, includes membership)

Learning Disability Quarterly

Council for Learning Disabilities (CLD)

P.O. Box 40303

Overland Park, KS 66204

(913) 492-8755

A refereed journal featuring articles with an applied educational emphasis and a direct relation to learning disabled individuals. Articles include reports of techniques in identification, assessment, remediation, and programming; interpretive reviews of the literature; papers advancing theory and discussion of pertinent is-

ues; reports of original research having an applied focus; papers advancing practices in personnel preparation; and any other issues relating to learning disabled children and adults. The quarterly is free to all CLD members. Nonmembers may subscribe by contacting CLD. (\$30.00 includes membership, \$5.00 single copy)

Measurement and Evaluation in Counseling and Development

AACD Order Services

5999 Stevenson Avenue

Alexandria, VA 22304

(703) 823-9800

(800) 545-AACD

This quarterly journal focuses on the latest measurement and evaluation research and applications for counselors, administrators, educators, researchers, and students. The articles cover a wide range of topics and periodically special feature sections are included that are of particular interest to readers. Thorough reviews of recently published books and of new or revised tests also appear regularly. (\$12.00 individual)

Mental Retardation

1719 Kalorama Road, N.W.

Washington, DC 20009

(202) 387-1968

Mental Retardation is a multidisciplinary profession bimonthly journal devoted to meeting the needs of service providers, health-care professionals, educators, administrators, applied researchers, and all other advocates for information about effective ways to help people who are mentally retarded and their families. (\$30.00 nonmembers, \$13.00 member, \$6.00 single copy)

The Pointer

Heldref Publications

4000 Albemarle Street, N.W., Suite 302

Washington, DC 20016

(202) 362-6445

This quarterly journal is designed for educators and parents of students with special needs. It spotlights programs and practices that help children. Practical articles written by teachers, teacher educators, and parents are based on school or home experiences. (\$35.00 individual, \$48.00 institution, \$12.00 single copy)

**RASE-Remedial and Special Education
Pro-Ed**

5341 Industrial Oaks Boulevard
Austin, TX 78735-8809
(512) 892-3142

Published six times a year, *RASE* offers peer-reviewed articles bridging the gap between research and practice, columns on assessment and methods, book reviews, interviews, occasional topical issues, and a calendar of upcoming events. *RASE* is a highly useful publication covering general special education. (\$30.00 individual, \$45.00 institution)

Rehabilitation Counseling Bulletin

AACD Order Services
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800
(800) 545-AACD

This quarterly journal is specifically for practitioners, educators and researchers who serve individuals with disabilities or other special needs. A special focus of the journal is vocational rehabilitation programming and training of rehabilitation counselors with contemporary topics such as psychological and social aspects of disability, psychiatric rehabilitation, developmental disabilities, career development, and job placement of persons with special needs. The journal also covers computer technology in rehabilitation counseling, chronic pain, and independent living services for people with severe disabilities. (\$18.00 individual)

Rehabilitation Literature

National Easter Seal Society
2023 W. Ogden Avenue
Chicago, IL 60617
(317) 243-8400

For use by professional personnel and students in all disciplines concerned with rehabilitation of persons with disabilities, this journal is published bi-monthly. (\$21.00 individual)

Rural Special Education Quarterly

Ginger Oppenheimer, Managing Editor
Miller Hall 359
Western Washington University
Bellingham, WA 98225
(206) 676-3576

Published by ACRES--American Council on Rural Special Education, the purpose of the quarterly is to provide articles concerning research in rural special education, federal, and other events relevant to rural individuals with disabilities, progressive service delivery

systems, reviews of relevant conferences and publications, and resources for rural special educators. (\$20.00 includes membership, \$30.00 nonmember, \$50.00 library)

**Teacher Education and Special Education
Special Press**

11230 W. Avenue, Suite 3205
San Antonio, TX 78213

This publication is the official journal of the Teacher Education Division (TED) of the Council for Exceptional Children. The purposes of the journal are to (a) support goals of the TED and (b) stimulate thoughtful consideration of the critical issues shaping the future of teacher education. The journal publishes reports of original research, evaluations of personnel preparation programs or components thereof, theoretically based discussions of advancing practices in personnel preparation, and interpretive or critical reviews of the literature. (18.00 membership, \$22.00 library and institution, \$5.00 single copy)

Teaching Exceptional Children

The Council for Exceptional Children
Department CF88 M
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

A practical classroom oriented quarterly journal, it explores instructional methods, materials, and techniques in working with handicapped and gifted children. (\$20.00 individual and institutional, \$7.00 single copy)

**Techniques: A Journal for Remedial Education
and Counseling**

Clinical Psychology Publishing Co., Inc.
4 Conant Square
Brandon, VT 05733
(802) 247-6871

This journal provides multidisciplinary offerings intended as an avenue for communication and interaction among the various disciplines concerned with the treatment and education of the exceptional individual and others encountering special problems in living. (\$25 individual, \$60.00 institution)

**TESOL Quarterly (Teachers of English and Speakers
of Other Languages)**

TESOL Central Office
1118 22nd Street, N.W., Suite 205
Washington, DC 20037

A professional, refereed quarterly journal publishing articles on topics of significance to individuals con-

cerned with the teaching of English as a second or foreign language and of standard English as a second dialect. This journal represents a variety of cross-disciplinary interests, both theoretical and practical. (\$42.00 individual, \$75.00 institution)

Their World

Foundation for Children with Learning Disabilities
99 Park Avenue
New York, NY 10016

This annual journal publishes real life stories about the ways families cope with learning disabled children and adults. Concerns for and by educators and others dealing with the education of disabled children and adults are also addressed. (\$5.00 individual)

Training and Development Journal

American Society for Training and Development
1630 Duke Street, Box 1443
Alexandria, VA 22313
(703) 683-8171

This monthly journal publishes articles examining today's critical issues and tomorrow's trends with a practical slant. Areas include developments in business, psychology, economics, education, and communication. (\$20.00 membership, \$60.00 individual, \$6.00 single copy)

Vocational Education Journal

American Vocational Association
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Published monthly August through May with combined November/December and January/February issues by the American Vocational Association, articles in this journal discuss current issues in vocational education; report on major employment, technological, and social trends; and provide information on promising practices, programs, and products. All members of the Association receive the journal. Subscriptions are provided to student members at no cost. (\$20.00 nonmember, \$3.00 single copy)

Vocational Evaluation and Work Adjustment Bulletin (VEWAA)

3600 Bragaw
Anchorage, AK 99504
(907) 561-4466

VEWAA Bulletin is the quarterly publication of the Vocational Evaluation and Work Adjustment Association, a division of the National Rehabilitation Association.

Wisconsin Vocational Educator
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
(608) 263-4023

This journal is published three times a year by the Wisconsin Board of Vocational, Technical and Adult Education, the Wisconsin Department of Public Instruction, and the UW-Madison. Directed to vocational education at all levels across the state, it is primarily devoted to statewide vocational education research projects, programs, and issues. The journal is distributed free to selected Wisconsin vocational educators. Inquiries are welcome.

Worklife: A Publication on Employment and People with Disabilities

The President's Committee on Employment of People with Disabilities
1111 20th Street, N.W., Suite 636
Washington, DC 20036-3470
(202) 653-5044

This quarterly journal, which replaces *Disabled USA*, focuses on employment information that is vital to both employers and persons with disabilities seeking employment. This publication's goal is to educate employers, persons with disabilities, rehabilitation professionals, and other interested parties on the varied elements that go into the employment of persons with disabilities. One of the purposes of *Worklife* is to provide a forum for issues of interest to employers, rehabilitation professionals, and persons with a disability. (no charge)

NEWSLETTERS

The following entries represent various newsletters available to researchers, policymakers, parents, individuals with handicaps, secondary and postsecondary educators, administrators, counselors, and others interested in improving the transition process of special populations.

Advocate

PACER Center, Inc.
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966
(800) 53PACER (Minnesota only)

Articles in this newsletter are presented for people who are actively involved in special education issues and are interested in current state and federal legislation news.

Beacon

Rebecca Douglass, Editor
Sangamon State University, F-2
Springfield, IL 62794-9243

This is a quarterly publication of the American Vocational Education Research Association. Its primary aim is to stimulate research and development activities in vocational education and to encourage training programs to prepare persons for responsibilities in vocational education research.

The Career Educator

Donn E. Brolin, Project Director
111 Townsend Hall
University of Missouri
Columbia, MO 65211

As the newsletter of the Career Development Projects, University of Missouri-Columbia, it presents information and new developments from the field.

Concerns

CCSSO Resource Center on Educational Equity
400 North Capitol St., N.W., Suite 379
Washington, DC 20001
(202) 393-8159

This newsletter of the Council of Chief State School Officers Resource Center on Educational Equity provides articles on a broad range of education issues and policy concerns.

The Direction Voice

Ohio Coalition for the Education of Handicapped Children
933 High Street, Suite 106
Worthington, Ohio 43085

Articles in this newsletter include state and federal information concerning education programs for special populations, resources, and other relevant information.

Education Law Today

Hager & Collins
55 E. Monroe Street, Suite 3425
Chicago, IL 60603
(312) 236-8088.

Published by Hager & Collins for clients and others interested in recent legal developments affecting educators and educational institutions, this newsletter concerns legal developments of interest to educators. Pro-

vided for informational purposes, it presents an overview of selected topics. It should not be understood as legal advice or legal opinions on specific facts.

Education of the Handicapped

Maggie Hume, Editor
Capitol Publications Inc.
1101 King Street
P.O. Box 1453
Alexandria, VA 22313-2053
(703) 739-6444.

This independent biweekly newsletter presents the most current information about federal legislation, regulations, programs, and funding for educating children with handicaps. It covers federal and state litigation on the Education for All Handicapped Children Acts and other relevant laws. It also looks at innovations and research in the field.

Employment and Training Reporter

Bureau of National Affairs, Inc.
1231 25th Street, N.W.
Washington, DC 20037
(202) 452-4200

This weekly newsletter, affective for analyzing local needs and selecting appropriate agencies, offers information on legislative and regulatory action, policy shifts, research findings, local programs and funding for state and local service. Full text is also made available to subscribers on delivery areas, key personnel in organizations, key federal laws and regulations, and labor department allocations and field memos.

ERIC/ACVE Notes on Employment & Training

The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090.
(800) 848-4815

Published two times per year, it features resources and information about ERIC products and services that will support the work of professionals in the employment and training sector.

ERIC Clearinghouse on Handicapped and Gifted Children Information Bulletin

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

Produced by the Council for Exceptional Children, this bulletin lists new publications and other resources available on a major issue concerning the education of handicapped and gifted students.

Ethnic and Multicultural Bulletin

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

The newsletter of the Office of Ethnic and Multicultural Concerns, a division of The Council for Exceptional Children, presents activities, opportunities, and resources regarding ethnic and multicultural concerns.

IDEAS

IDEAS Project
World Institute on Disability
1720 Oregon Street, Suite 4
Berkeley, CA 94703
(415) 486-8314

This newsletter is an activity of the International Disability Exchanges and Studies Project (IDEAS), administered by the World Institute on Disability and Rehabilitation International, supported by a grant from the U.S. National Institute for Disability and Rehabilitation Research. It reports on the main activities carried out by the IDEAS project. The purpose of the IDEAS project is to significantly advance cooperation and information exchange between U.S. and foreign disability specialists, researchers and research institutions.

Information from HEATH

HEATH Resource Center
One Dupont Circle
Washington, DC 20036
(800) 544-3284

Published three times a year by the National Clearinghouse on Postsecondary Education for Individuals with Handicaps, this newsletter contains helpful articles, suggestions, and resources pertaining to the education for individuals with handicaps. Subscriptions are available free by request.

Interchange

Carolyn Maddy-Bernstein
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Established at the University of Illinois, Office of Career Development for Special Populations in 1981, this newsletter presently has a mailing list of 3,000 professionals involved in programs and agencies at the local, state, national, and international level. It strives to

publish current issues and topics, research, resources, and other information of interest to a diverse group of readers. It is currently being published jointly by the Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education and by the Secondary Transition Intervention Effectiveness Institute, College of Education, University of Illinois. Editors are Drs. Frank Rusch, L. Allen Phelps, and Carolyn Maddy-Bernstein.

Latest Developments

AHSSPPE
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972

A publication for the Learning Disabilities Special Interest Group, this newsletter is published by the Association on Handicapped Student Service Programs in Postsecondary Education four times a year to provide an exchange of communication for those professionally involved with handicapped students.

The LD Transition Project Newsletter

The LD Transition Project
University of Minnesota--General College
106 Nicholson Hall
Minneapolis, MN 55455

This newsletter is published annually by the LD Transition Project of the University of Minnesota--General College. The goals of the project are to assist high school LD juniors and seniors in developing appropriate vocational, academic, and social choices in a postsecondary setting and to provide assistance from on-site transition counselors at the secondary and postsecondary levels. The transition project also includes an option for students who choose to go directly to a work setting after high school.

LINCletter

Missouri LINC
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211

Published by Missouri LINC, University of Missouri-Columbia, this newsletter is designed as a resource for teachers and school administrators in Missouri, as well as vocational administrators, special educators, counselors and others who serve and work with special needs students.

Materials Development Center Newsletter
Materials Development Center
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

This newsletter presents the latest resources in the area of vocational evaluation, work adjustment, rehabilitation facility management and operations, independent living, and transitional employment and supported work.

The National Coalition for Vocational Education for Limited Speakers Newsletters
Judy Goddess
NEWSLETTER, CRDC
655 Geary Street
San Francisco, CA 94102

As newsletter of the CRDC, it serves as a forum for exchanging information and mobilizing action.

Networking...Leadership Development Program in Progress

Jeanne Repetto, OCDSP
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-2325

Information on LDP seminars, Program Improvement Projects (PIPs) of past and current LDP participants and other information relevant to the LDP is included in this newsletter.

Newsnotes
Bobbie Lowe, Editor
Albany Technical Institute
1021 Lowe Road
Albany, GA 31708

As the newsletter of the National Association of Vocational Education Special Needs Personnel (NAVESNP), it provides current information about regional activities, legislative update, upcoming conferences, and other articles concerning vocational education for special populations.

Open Entries, A Competency-Based Education Information Exchange

OPEN ENTRIES

The Center for Instructional Development and Services
Florida State University
Stone Building

Tallahassee, FL 32306-3019
(904) 487-2054

This periodical aims to provide educators with an information system for exchange of competency-based instructional materials and methodology. It is a participatory periodical - subscribers are also contributors and may therefore submit for publication materials and methodology they have developed.

OSERS News in Print
Switzer Building, Room 3018
330 C. Street, S.W.
Washington, DC 20202
(202) 732-1723

This quarterly newsletter, published by the Office of Special Education and Rehabilitative Services (OSERS), focuses on Federal activities affecting people with disabilities and new developments in the information field. (no charge)

Pacesetter
PACER Center, Inc.
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966
(800)-53PACER (Minnesota only)

PACER's free newsletter, mailed three times a year, is designed to be an ongoing way to educate parents and others about issues and programs concerning children and young adults with disabilities. Articles describe new legislation, educational updates, and current information about important special education events.

PIP (Partners In Publishing)
P. M. Fielding, Editor
Partners In Publishing
1419 W. First Street
Tulsa, OK 74127

Designed as a college "helps" newsletter for college-handicapped and exceptional learners programs and services, it presents informative articles on upcoming conferences, ongoing research, and current issues concerning individuals with handicaps or disabilities.

Ruralink Special Education Newsletter
Scott Manawyddan, Editor
ACRES, Miller Hall 359
Western Washington University
Bellingham, WA 98225
(206) 678-3576

This is the monthly publication of the American Council on Rural Special Education (ACRES).

The Special Edge

Patricia Winget, Editor
Resources in Special Education
650 University Avenue, Room 201
Sacramento, CA 95825
(916) 442-7391

Published monthly, September through June, by Resources in Special Education (RiSE) sponsored by the Program, Curriculum, and Training Unit, Special Education Division (SED) California State Department of Education, its purpose is to provide information concerning activities of the SED, programs and projects sponsored by PCTU and resources available through RiSE.

Transition Summary

National Information Center for Handicapped Children and Youth
Box 1492
Washington, DC 20013
(703) 893-6061

This newsletter, published annually, presents articles dealing with transition of youth from school to work and community life.

VIM Newsletter

Rebecca Douglass, Editor
Sangamon State University, F-30A
Springfield, IL 62794-9243

Published by the Sangamon State University for Vocational Instructional Materials (VIM), an affiliate of the New and Related Services Division of the American Vocational Association, it is focused on the development of high quality instructional materials in vocational and technical education.

Vocational Training News

Capitol Publications, Inc.
1101 King Street
Alexandria, VA 22314-2053
(703) 739-6444

This newsletter provides timely, useful reports on the federal Job Training Partnership Act and the Carl D. Perkins Vocational Education Act. Other areas of coverage include illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives.

Working Together

California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, California 94928

Designed for vocational education teachers, administrators, and counselors, this newsletter is distributed to share information on successful practices for facilitating the integration of students with special needs into mainstream vocational education services.

SPECIAL ISSUES OF JOURNALS AND NEWSLETTERS

These special issues represent journals and newsletters written exclusively to address the issue of transition.

American Rehabilitation. 13(4) (1987).

This special issue highlights the Department of Education's highest priority for America's citizens with disabilities--supported employment.

Ash, P. (Ed.). (1987, Spring). Educators guide to exemplary special education curricula: Results of a national field based survey. *Indiana Federation Council for Exceptional Children Newsletter*, 24(4).

This newsletter presents a list of 248 special education curriculum guides, identified as exemplary through the National Special Education Curricula Survey, a national service project of the Indiana Department of Education. The survey was sent to schools, community agencies, and special projects. The guides include those produced by state departments of education, educational publishers, and nonprofit groups. An index directs the reader to guides appropriate for the following specific populations: mildly, moderately, or severely mentally retarded; emotionally handicapped; learning disabled; speech, hearing, and language disorders; deaf and hearing-impaired; blind and visually-impaired; gifted; multiply handicapped; infants; and preschool children. Additionally, the index includes some 29 subject areas (e.g., adult day activities, effective education, autism, career and vocational education, parent involvement, recreation and leisure, and transition).

Brinckerhoff, L. (Ed.). (1988, June). Transition of students with learning disabilities from secondary to postsecondary programs. *Latest Developments*.

This issue focuses on two novel training programs, each addressing a unique training need within the rapidly changing field of postsecondary learning disabilities. Topics range from the training of secondary and postsecondary transition counselors to the orientation of college-bound students with learning disabilities.

Brolin, D. E. (Ed.). (1987, Summer). Exceptional individuals (Special issue). *The Journal of Career Development*, 13(4).

This issue presents research and development activities that are being carried out at several universities across the U.S. This special issue addresses some of the needs and methods that have been found to be particularly important in promoting successful career development for students with different types of disabilities and disadvantages. The articles should reveal possibilities for many of these individuals that previously were thought to be unattainable by professionals. The importance of parents in their children's career development should become very apparent after reading some of the articles. The importance of the professional's perception and attitude about these individuals should also stand out as extremely important factors.

Brown, J. M. (Ed.). (1985, Winter). Postsecondary vocational special needs (Special issue). *The Journal for Vocational Special Needs Education*, 1(2).

Articles in this special issue address a variety of methods, ideas, and resources that are related to the goal of postsecondary vocational educators ongoing search to improve the array of programs and services for all students.

Clark, G. M., & Knowlton, H. E. (Eds.). (1987, April). The transition from school to adult life (Special issue). *Exceptional Children*, 53(6).

This issue is presented in three parts. Part I addresses the need for transition programming through descriptions of selected models and related data. Part II contains three articles that provide implications for the critical interagency relationships between schools and adult service agencies. Part III provides some personal perspectives of special educators who discuss unresolved issues, current trends, and implications for the continued progress of the transition concept.

Condon, M. (Ed.). (1984, Summer). Rural transition programs (Special issue). *Rural Special Education Quarterly*, 5(2).

This issue includes descriptions of existing programs which highlight linkages between special education, vocational education, community agencies, and businesses for the purposes of enhancing employment opportunities for individuals with disabilities. Articles discuss priorities and needs for rural transition programs and promotion of partnerships between rural schools and the private sector. (\$6.00)

ERIC Clearinghouse on Handicapped and Gifted Children. (1987, Fall). Transition from school to work. *Information Bulletin*.

This issue lists new publications and other resources available concerning transition.

Kiernan, W. E., & Ciborowski, J. (Eds.). (1986, November/December). Employing persons with developmental disabilities (Special issue). *RASE - Remedial And Special Education*, 1(6).

This special issue is dedicated to sharing knowledge and promoting collaboration among all service providers to maximize the self-sufficiency of people with developmental disabilities through employment.

OSERS News in Print. (1985, Autumn), 1(1).

This, the first issue of *OSERS News in Print*, was devoted to the timely topic of transition. It contains comments by Madeleine Will, Assistant Secretary, OSERS; a section on key terminology; community, state, and national news; and resources for transition.

Sabatino, D. A. (Ed.). (1985, October). Transition from school to the world of work (Special issue). *Techniques*, 1(6).

This special issue examines vocational entry at two levels. First, at school level entry, in most cases as a partner program of equal status with academic remediation, and second, in cooperation with employers and the community. The intent of the authors is to provide a rationale for increasing a vocational job skills orientation for all handicapping categories. Addressed are secondary programs, vocational assessment, agency linkages, and job clubs.

West, L. L. (Ed.). (1988, Fall). Transition from school to work (Special issue). *The Journal for Vocational Special Needs Education*, 11(1).

Manuscripts included in this special issue are from professionals who have conducted research, who have conducted cross training, and who have been heavily involved in personnel preparation. The contributing authors have developed transition resource materials which are currently being utilized in preservice and inservice training sessions. All of the contributing authors have taught undergraduate and graduate classes in vocational rehabilitation, special education, vocational education, and administration.

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

This section contains a listing of agencies, associations, and organizations which generally act as an information exchange to individuals with handicaps, their families, secondary and postsecondary educators, administrators, counselors, service providers, and others. Also provided are the services, professional support, publications, and other pertinent information available from these groups.

American Association for Adult and Continuing Education (AAACE)

Carolyn Silvan, Assistant Director
1112 16th Street, N.W., Suite 420
Washington, DC 20036
(202) 463-6333

AAACE is dedicated to keeping its members abreast of the rapidly changing resources and technologies available in adult learning. AAACE offers professional development tools to meet the growing demand for quality adult learning services, immediate access to the most up-to-date resources and research in the field, advocacy--representation at the highest levels of government and a voice in Washington, and leadership/networking opportunities and special interest groups. AAACE is the leading advocate for public policy issues in adult and continuing education at the federal, state and local level. Its affiliate organizations host regional, state and local conferences for practitioners which provide services at the local level.

American Association for Counseling and Development (AACD)

Lauren Scheib, Public Relations Specialist
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

AACD is a private, non-profit organization dedicated to the growth and enhancement of the counseling and human development profession. It provides leadership training, continuing education opportunities and advocacy services to its members. It also represents members interests in other professional associations, before Congress and with federal agencies. AACD members work in education settings, from pre-school through higher education, in mental health agencies, community organizations, correctional institutions, employment agencies, rehabilitation programs, government, business, industry, research facilities, and private practice. AACD and its members are committed to the

continuing enhancement of the counseling and human development profession.

American Association for Vocational Instructional Materials (AAVIM)

Richard Hylton
120 Driftmier Engineering Center
University of Georgia
Athens, GA 30602
(404) 542-2586
(800) 228-4689

AAVIM is a non-profit educational association which is a consortium of state departments of education representatives. The Association produces vocational training materials, including texts, manuals, workbooks, computer software and videos. Sales are made by catalog or through contractual arrangement.

American Association of Community and Junior Colleges (AACJC)

National Center for Higher Education
James Palmer
One Dupont Circle, N.W., Suite 410
Washington, DC 20036
(202) 293-7050

Founded in 1920, AACJC is the only organization, headquartered in Washington, DC, whose sole purpose is to represent the interests of the 1,211 public and private community, technical, and junior colleges in service to the nation.

American Council of the Blind (ACB)

Oral O. Miller, National Representative
1010 Vermont Avenue, N.W., Suite 1100
Washington, DC 20005
(202) 393-3666

The Council is a national membership group of blind/visually impaired persons working to improve the lives of other blind people by working for public education, legislative issues of importance to blind people, better programs and services through vocational/rehabilitation training. The Council strives to improve the well-being of all blind and visually impaired people by: serving as a representative national organization of blind people; elevating the social, economic and cultural levels of blind people; improving educational and rehabilitation facilities and opportunities; broadening vocational opportunities; cooperating with public and private institutions and organizations concerned with blind services; coordinating a scholarship program for blind college students; encouraging and assisting all blind persons to develop their abilities and conducting a public education program to promote

greater understanding of blindness and the capabilities of blind people.

American Council on Education (ACE)

One Dupont Circle
Washington, DC 20036
(202) 939-9300

An independent, nonprofit association, the Council represents all accredited postsecondary institutions as well as national and regional higher education associations. It serves as the major voice in American higher education and as the focus for discussion and decision-making on higher education issues of national importance. It conducts research and analyzes data on American higher education, from enrollment trends to finances. It works with colleges and universities to assist them in such areas as self-regulation, management and leadership, accreditation, adult learners, and minority and women's issues. Via a project called HEATH (Higher Education and Adult Training for people with Handicaps), the association provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities.

American Foundation for the Blind (AFB)

15 W. 16th Street
New York, NY 10011
(212) 620-2000
(212) 620-2147 (New York only)
(800) 232-5463

AFB is a national nonprofit organization founded in 1921 to help improve the standards of service for blind and visually impaired people. Well known as the cause supported by Helen Keller, AFB provides direct assistance and referral services in partnership with over 700 specialized agencies, as well as public schools, universities, senior centers, and businesses. AFB is headquartered in New York City, with regional offices in Atlanta, Chicago, Dallas, San Francisco, New York, and Washington, DC. Its many activities include housing the National Technology Center whose engineers conduct high-technology research and development, evaluate technological devices for blind and visually impaired people, assist manufacturers in the design of new devices, and provide a database of information on consumer products, training programs, funding sources, evaluation reports, and the names of users as resources for occupational and technical information.

American Speech-Language-Hearing Association (ASHA)

10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700 (Voice/TDD)
(800) 638-8255

ASHA is the national professional and scientific association for speech-language pathologists and audiologists concerned with communication behavior and disorders. ASHA is a nonprofit organization which encourages public concern for the communicatively handicapped through its advocacy affiliate, NAHSA, the National Association for Hearing and Speech Action. It maintains programs related to research, education, delivery of clinical services, career information, governmental affairs, and public information.

American Vocational Association (AVA)

Charles H. Buzzell, Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational, technical, and practical arts education. The organization publishes the *Vocational Education Journal* and the *Update*, a newspaper for vocational educators.

American Vocational Association Special Needs Division (AVA/SND)

1410 King Street
Alexandria, VA 22314
(703) 683-3111

The general purposes of the AVA/SND are to: (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs; (2) offer services to members of the Special Needs Division which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations; (3) help members of the Special Needs Division keep informed about trends, plans, policies, and current happenings of the American Vocational Association and their implications for the development and welfare of vocational education programs and services; (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs; and (5) promote professional relationships with other agencies, organizations,

and institutions concerned with learners with special needs.

Association for Children and Adults with Learning Disabilities (ACLD)

Jean Petersen, Executive Director
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

ACLD is a membership organization of professionals and parents devoted to advancing the education and well-being of children and adults with learning disabilities. Their literature inventory lists over 300 publications on learning disabilities which are purchasable through the national office. Local and state chapters also publish materials, sponsor events and are an excellent resource in your immediate area.

Association for Experiential Education (AEE)

Daniel Garvey
Box 249-CU
Boulder, CO 80309
(303) 492-1547

AEE was formed to support those who believe in the exciting possibilities and creativity of a challenged intellect. The diverse, international membership consists of over 1,000 individuals and institutions with affiliations in education, recreation, physical education, corrections, mental health, youth services, programming for the disabled and environmental and outdoor education. The provisions of the AEE offer members a vital blend of educational and support services that emphasize the major tenet: learning through direct experience. Services are particularly worthwhile for adventure alternative groups, schools and colleges, and programming for people with disabilities. Members include those providing or partaking in programs designed for individuals who are disabled.

Association for Persons in Supported Employment (APSE)

Wendy Wood
P.O. Box 27523
Richmond, VA 23261-7523
(804) 266-6950

APSE is a new association for the advancement of supported employment. They have plans to publish a quarterly newsletter and a journal, and otherwise engage in activities to further supported employment.

Association for Retarded Citizens (ARC)

National Headquarters
2501 Avenue J
Arlington, TX 76006
(817) 640-0204

ARC is the largest volunteer organization solely devoted to improving the welfare of all children and adults with mental retardation and their families. The Association also provides services to parents and other individuals, organizations and communities for jointly meeting the needs of people with mental retardation. ARC works to provide more than six million Americans who are mentally retarded and who may have other disabilities with services, including employment, training, education, independent living and the opportunity to reach their greatest level of personal fulfillment and potential. The National Employment and Training Program of the ARC, through a nationwide network of job placement personnel, is helping workers with mental retardation get jobs in the competitive workforce. The ARC's constitution defines its mission as the improvement of the quality of life of all people with mental retardation, the prevention of this handicapping condition and the search for cures.

Association for Supervision and Curriculum Development (ASCD)

Gordon Cawelti, Executive Director
125 N. West Street
Alexandria, VA 22314
(703) 549-9110

ASCD is the largest professional leadership organization in education. The 112,000 members form a broad cross section of instructional leaders in all 50 states and several other countries. A third of ASCD's members are principals and the rest are equally divided among other leadership roles, including curriculum directors, superintendents, teachers and professors. ASCD was founded in 1943 and continues to seek to improve education by increasing leaders' knowledge and skills in the areas of curriculum development, supervision and instruction through publications, conferences, institutes, research, and with ASCD's affiliate units. ASCD supports a balanced curriculum and instruction that enables all students in a diverse society to learn successfully.

**Association on Handicapped Student Service
Programs in Postsecondary Education (AHSSPPE)**

P.O. Box 21192
Columbus, OH 43221
(614) 488-4972 (Voice/TDD)

AHSSPPE is a multi-national, non-profit organization committed to promoting full participation of individuals with disabilities in postsecondary education. The Association was founded to address the need and concern for upgrading the quality of services available to students with disabilities in postsecondary education. The mission of the Association is to provide unique leadership, focus, and expertise for professionals. This mission is supported by the Association's commitment to advocacy, communication, networking, professional development, training, and research.

Correctional Education Association (CEA)

Stephen Steurer, Executive Director
8025 Laurel Lakes Court
Laurel, MD 20707
(301) 490-1440

CEA is a non-profit, professional association serving educators and administrators who provide services to students in correctional settings. The goals of the CEA are: (1) to increase the effectiveness, expertise and skills of its members; (2) to involve its members in an active and supportive network of professionals who are leaders in the field of correctional education; (3) to help increase the quality of educational programs and services through technical assistance as well as advocacy; (4) to offer timely and practical information to fellow staff members; and (5) to represent the collective interests of correctional education before the government, the press, and the public on the national as well as on state and local levels. CEA publishes professional information and research articles. Its official publications are the *Journal of Correctional Education* and the *CEA Newsletter*. Both are published quarterly.

Council for Exceptional Children (CEC)

1920 Association Drive
Reston, VA 22091
(703) 620-3660

The Council for Exceptional Children is an organization dedicated to improve the quality of education for all exceptional children, both handicapped and gifted. Special divisions within the organization focus on the education of gifted, mentally retarded, learning disabled, visually impaired, communication impaired, physically disabled, and behavior disordered students. Other divisions serve the interests of early childhood special educators, administrators, teacher educators, students, diagnosticians, and those especially interested in technology, career education, and research. CEC's commitment encompasses four major priority areas: (1) advancing the education of exceptional persons by improving access to special education for underserved or

inappropriately served populations and by extending special education to children who could benefit from, but are not now considered entitled to such services; (2) improving the conditions under which professionals work with exceptional persons through the establishment of professional standards of practice and a code of ethics for all professionals involved in the education of exceptional persons; (3) improving the quality of instruction provided to exceptional persons by supporting the development and dissemination of new knowledge, technology, methodology, curriculum, and materials on a worldwide basis; and (4) advancing the Council for Exceptional Children by enhancing communication between the organization and its individual members, units, and other organizations involved with exceptional persons. CEC is the host organization for several projects important to the education field, including the ERIC Clearinghouse on Handicapped and Gifted Children, National Clearinghouse for Professions in Special Education, and the Center for Special Education Technology.

Council for Learning Disabilities (CLD)

Kirsten McBride, Executive Secretary
P.O. Box 40303
Overland Park, KS 66204
(913) 492-8755

CLD is an organization for professionals involved in learning disabilities and remedial education. Interdisciplinary and field-based focus, the organization promotes high standards for serving learning disabled persons and conducting research. CLD, a member of the National Joint Committee on Learning Disabilities, takes a leadership role by sponsoring analyses of and recommendations about current and continuing substantive issues and problems in the field of learning disabilities. The organization publishes the *Learning Disability Quarterly* and the *LD Forum* and sponsors an annual International Conference on Learning Disabilities as well as regional conferences.

Council of Administrators of Special Education (CASE)

Jo Thomason, Executive Director
615 16th Street, N.W.
Albuquerque, NM 87104
(505) 243-7622

CASE is organized to promote professional leadership, provide opportunity for study of problems common to its members, and to communicate through discussion and publications information that will develop improved services for exceptional children. CASE is a Division of the Council for Exceptional Children.

Council of Chief State School Officers (CCSSO)

379 Hall of the States
400 N. Capitol Street, N.W.
Washington, DC 20001
(202) 393-8161

CCSSO is a nationwide non-profit organization of the 56 public officials who head departments of elementary and secondary education in every state, U.S. extra-state jurisdictions, and the District of Columbia. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education issues. Special projects undertaken by Council staff members address areas of concern at the state level and are designed to strengthen public education through each state education agency. Research and resources developed by Council staff are widely disseminated to the states and territories.

CCSSO maintains a Resource Center on Educational Equity which provides services designed to achieve equity in education for minorities, women and girls, and for disabled, limited English proficient, and low-income students. The Center staff provides technical assistance in policy formulation, develops programs and materials, gives technical assistance in workshop planning and other services needed by state education agencies, holds working conferences, monitors civil rights issues, and trains local on-site trainers to increase the dimensions of this work. The Center also publishes a quarterly newsletter, *CONCERNS*, and holds an annual conference for state education agency equity specialists.

The Center is responsible for managing and staffing a variety of CCSSO leadership initiatives to provide better educational services to children and youth at risk of school failure. It conducts projects on topics such as dropout prevention, improving educational services to limited English proficient students, increasing the participation of female and minority students in mathematics and social studies, transition programs for disabled youth, school-sanctioned community service, educational equity for juvenile female offenders and AIDS education.

Cystic Fibrosis Foundation

6931 Arlington Road
Bethesda, MD 20814
(301) 951-4422
(800) 344-4823

The Foundation exists to assure the development of the means to control and prevent cystic fibrosis and to improve the quality of life for people with the disease. It supports research, accredits a network of Care Centers nationwide, develops materials to help patients, families and the public understand cystic fibrosis, and seeks to affect public policy. The Consumer Affairs Program offers help with vocational and life adjustment issues, economic, medical, and social aspects of living as an adult with the disease.

Disability Rights Education and Defense Fund, Inc. (DREDF)

2212 6th Street
Berkeley, CA 94710
(415) 644-2555

DREDF is a nonprofit public benefit corporation dedicated to equal opportunities of disabled people. It offers education and training programs on disability civil rights issues, legal support and advocacy, research and policy analysis, and distribute disability rights publications. Callers can be referred to local sources of help.

Division of Physically Handicapped (DPH)

Council for Exceptional Children
John Venn, President
1920 Association Drive
Reston, VA 22901-1589
(703) 620-3660

The purpose of this organization is to (1) promote quality education for all individuals with physical disabilities; (2) promote a close professional relationship among personnel involved in their education; (3) provide communication through the *DPH Journal*; (4) to work for appropriate programs of teacher recruitment, education, and certification; (5) promote professional standards; (6) institute and reinforce effective legislation; and (7) function as a division of CEC as set forth by that organization.

Epilepsy Foundation of America

4351 Garden City Drive
Landover, MD 20785
(301) 459-3700

The Foundation and its local affiliates support many programs of information, referral, public and professional education, employment assistance, advocacy and self-help. Pamphlets and brochures about epilepsy are distributed, and the Foundation operates the National Library and Resource Center on Epilepsy. The National Office also supports medical research, works with

government agencies, and works with Congress to advance the interests of people with epilepsy.

Foundation for Children with Learning Disabilities (FCLD)

Arlyn S. Gardner, Executive Director
99 Park Avenue, 6th Floor
New York, NY 10016
(212) 687-7211

FCLD is a national publicly supported organization devoted to promoting public awareness and providing national leadership on behalf of persons with learning disabilities so they may achieve their full potential and enjoy full participation in our society. FCLD publishes an annual magazine, *Their Work*, and the *FCLD State-by-State Learning Disabilities Resource Guide*. The Foundation also seeks applications from those developing programs to assist young people with the transition from secondary school to either work or continuing education for the next grant cycle beginning in June of 1990. For information, call or write Jan Coles at FCLD.

Foundation for Exceptional Children (FEC)

Robert L. Silber
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The Foundation serves disabled children and youth and gifted and talented children and youth through a variety of national programs, scholarships, small grants, achievement recognition, employment services, and other activities.

Fund for Equal Access to Society

Martin Gerry, President
7945 MacArthur Boulevard, Suite 204
Cabin John, MD 20818
(301) 320-6185

The Fund is a non-profit corporation formed as an advocate for full and equal access for individuals precluded from effective participation in society because of handicaps. The lawyers in this group give advice on the legal aspects of such situations as a person wishing to attend a college or training institution (or to participate fully while there) but finding him/herself barred from doing so because of disability. A caller could also be referred to a more appropriate source of legal assistance.

Helen Keller National Center for Deaf-Blind Youths & Adults

Miriam Domingo-Schmitt

111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (Voice/TDD)

The Helen Keller National Center is the single national facility which provides comprehensive evaluation and vocational rehabilitation training for deaf-blind youths and adults, 18 years of age and older. The Center conducts an extensive network of field services through regional offices, affiliated programs, and national training team; maintains the National Register of Deaf-Blind persons; conducts training seminars for professionals and parents; serves as an information and referral system; provides community education; and maintains a volunteer program. Publications available from the Center include the *National Center News*, *Directory of Agencies Serving the Deaf-Blind*, and *Audio-logical Evaluation and Aural Rehabilitation of the Deaf-Blind Adult*.

Human Resources Development Institute

Laura Perlman
815 16th Street, N.W.
Washington, DC 20006
(202) 638-3912

The Human Resources Development Institute is the employment and training arm of the AFL-CIO. The Institute provides technical and informational services to help labor organizations participate effectively on planning councils under the federal Job Training Partnership Act and conduct programs offering quality training and jobs for dislocated and other unemployed workers. It provides placement services for disabled workers plus early intervention and return-to-work services for recently disabled workers.

Job Accommodation Network (JAN)

809 Allen Hall
Morgantown, WV 26505
(304) 293-7186
(800) 526-7234

JAN is an information system developed by employers for employers, to exchange ideas about practical steps they have taken to accommodate functional limitations of employees and applicants with disabilities. Callers should be prepared to explain the specific problem and job circumstances. Funded by President's Committee on Employment of People with Disabilities (PCEPD), National Institute of Handicapped Research (NIHR), and the Rehabilitation Services Administration (RSA); JAN is operated by West Virginia University Rehabilitation Research and Training Center.

Job Opportunities for the Blind (JOB)

Lorraine Rovig, Director
1800 Johnson Street
Baltimore, MD 21230
(301) 659-9314
(800) 638-7518

In response to a critically high unemployment rate among the blind, the National Federation of the Blind, in cooperation with the U.S. Department of Labor, developed JOB, a nationwide job listing and job referral system. JOB helps qualified blind people find work, helps employers find qualified employees, and conducts educational seminars about blindness for employers and career planning seminars for unemployed blind people.

Learning How, Inc.

P.O. Box 35481
Charlotte, NC 28235
(704) 376-4735

Formerly the Handicapped Organized Women (HOW), Learning How was founded as a self-help support group for disabled women. The reorganization is a result of HOW's growth. Learning How will address the needs of disabled men as well as women. Divisions include HOW, Handicapped Independent Men (HIM), and Opportunity Plus, an employment agency for people with disabilities.

Little City Foundation

James A. Johnson, Director of Program Services
1760 W. Algonquin Road
Palatine, IL 60067-4799
(312) 358-5510

Little City is a residential training, treatment, evaluation, research and habilitation center for persons with mental retardation and other development disabilities. Persons, both male and female, of all ages and who possess a wide range of disabling conditions reside at Little City. Little City believes that persons with disabilities have an innate ability to learn, grow and live in the community. Through the provision of structured training and habilitation programming, persons with disabilities can lead fuller more productive lives. Little City strives to be a center for the creation and dissemination of innovative training programs for others serving persons with developmental disabilities. In so doing, it is hoped to provide non-disabled persons with a greater understanding of the needs and potentials of the people served.

Mainstream, Inc.

"Moving Persons with Disabilities into Work"
Fritz Rumpel (Publications)
Cornelius Woods (Training)
1030 15th Street, N.W., Suite 1010
Washington, DC 20005
(202) 898-1400 (Voice/TDD)

Mainstream is a private, nonprofit organization that assists employers and service providers--through trainings and publications--in moving persons with disabilities into the workplace. The Institute provides technical assistance and training in all areas of disability employment. In-house training, specialized workshops and consultant services are available to businesses, organizations and agencies on a contractual basis. Mainstream also operates Project LINK, a placement program for disabled job-seekers in Washington, DC and Dallas, Texas. Established in 1983 as a model employer development and job placement service for persons with disabilities, LINK has placed over 1,800 persons with disabilities in competitive employment in Dallas, Texas and Washington, DC. This project utilizes a unique computerized job matching system developed by Mainstream called the Search-Match System. This computerized system has also been implemented in nine other communities around the country. In recognition of its success, Project LINK was presented with the Exemplary Program Award by the Rehabilitation Exchange in Dallas, Texas.

National Alliance of Business (NAB)

1015 15th Street, N.W., Suite 500
Washington, DC 20005
(202) 457-0040

NAB maintains a clearinghouse on employment and training resources. The organization, through representatives from government, business, education, and organized labor, works to solve the problem of structural, national unemployment. Regional offices conduct training and technical assistance programs to encourage employment in the private sector for the disadvantaged, needy youth, and displaced workers.

National Association for Developmental Education (NADE)

Diane Vukovich, President
Department of Developmental Programs
The University of Akron
Akron, OH 44325
(216) 375-7087

NADE is a professional association composed of postsecondary educators committed to promoting educational opportunity, academic skill development, and

student success. Its goals are to improve the theory and practice of developmental and remedial education in postsecondary institutions, the professional capabilities of developmental educators, and the programs designed to prepare developmental educators. Benefits of the Association include a national conference, journal, newsletter, placement system, networking system, and leadership opportunities.

**National Association for Visually Handicapped
(NAVH)**

Lorraine H. Marchi, Executive Director
22 W. 21st Street
New York, NY 10010
(212) 889-3141

NAVH serves the partially seeing (not totally blind) population with large print loan library (thru the mail), informational literature for the layman (much in large print), and for the professional and paraprofessional working with the partially seeing. It provides referral to local sources for low vision services; a newsletter for adults, *Seeing Clearly*, and a newsletter for children, *In Focus*; information on wide variety of visual aids and large print books available from commercial sources; and offers guidelines for the establishment of discussion groups for adult and young partially seeing persons.

**National Association of Private Residential Resources
(NAPRR)**

Joni Fritz, Executive Director
6400H Seven Corners Place
Falls Church, VA 22044
(703) 536-3311

The purpose of NAPRR is to represent and assist the private agencies that provide residential services to people with mental retardation and/or other developmental disabilities, to enable them to appropriately meet the needs and improve the quality of life of the people they serve. Membership is open to agencies and homes which provide residential services to people with developmental disabilities whose primary disability is mental retardation. The agency or home must also be privately operated, and must be licensed, certified or approved in its home state if such licensing, certification or approval is required by the state. Members comprise nonprofit or proprietary agencies and unincorporated family care providers.

**National Association of Private Schools for
Exceptional Children (NAPSEC)**

Kenneth C. Terrell
1625 Eye Street, N.W., Suite 506
Washington, DC 20006
(202) 223-2192

NAPSEC is a national organization representing private schools and facilities serving handicapped children in an educational or therapeutic context. The organization purposes include: (1) providing a national voice for private special education: its schools, teachers, students, administrators and parents; (2) providing information about private special education to federal officials and Congressional representatives and staff, and providing information about opportunities in private special education to parents of handicapped children seeking appropriate programs for their children; and (3) representing nationally the rights and needs of the children being served in private schools for exceptional children. The association works directly with Congress, the Executive Branch, and other national associations to insure that the need for private special education schools is considered in the development of national educational policy and law.

National Association of the Deaf (NAD)

Gary W. Olsen, Executive Director
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-1788 (Voice/TDD)
(317) 638-1715 (Voice/TDD)

NAD is the oldest and largest consumer organization of disabled people in the United States. It serves as an advocate for the more than 16 million deaf and hearing impaired people living in America. NAD is a private non-profit association operating independently of federal or state governments. It is supported by a dedicated membership and by others interested in the aims of NAD. Membership includes deaf and hearing adults, parents of deaf children, organizations of and for the deaf, professionals and students in the field of deafness, and other concerned individuals. The mission of NAD is to assure that a comprehensive, coordinated system of services is accessible to all persons with hearing impairments in America, enabling them to achieve their maximum potential through increased independence, productivity, and integration into the community.

National Association of Vocational Education Special Needs Personnel (NAVESNP)

Eleanor Bicanich, President
Center for Vocational Personnel Preparation
Reschini House
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-4434

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve handicapped, disadvantaged and limited-English proficient individuals. NAVESNP was organized with the following objectives serving as a basis for growth and development to: (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners with special needs; (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization; (3) promote and maintain active leadership in vocational, career and occupational education; and (4) provide service to members of the association. Publications include *Journal for Vocational Special Needs Education* and three *Newsnotes* newsletters.

National Career Development Association (NCDA)

E. Niel Carey, Executive Director
5999 Stevenson Avenue
Alexandria, VA 22304
(301) 461-5574

NCDA, formerly the National Vocational Guidance Association, is for professionals or others interested in career development, career counseling and guidance, or career education programs and practices in a school, business/industry, college, or community setting. NCDA promotes professional growth and development, and it offers a variety of services and benefits which will increase effectiveness of a career development professional. NCDA publications provide information about current research, innovative programs, resources, professional activities, and legislation.

National Center on Employment of the Deaf (NCED)

National Technical Institute for the Deaf
Susan Dauenhauer
Rochester Institute of Technology
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
(716) 475-6834

The NCED is designed to promote successful employment of Rochester Institute of Technology's deaf

graduates and other qualified deaf people nationwide. The Center offers a range of services to employers, professionals serving deaf persons, and qualified deaf persons. Staff members meet with employers on campus and on site to assist in recruiting, hiring, accommodating and promoting qualified deaf people. In-depth employer training programs are also offered.

National Child Labor Committee

Jeffrey Newman, Executive Director
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1801

This Committee was organized to provide direct and technical assistance to programs on youth-related issues, in particular education, job training, and employment.

National Commission for Cooperative Education

360 Huntington Avenue
501 Stearns Center
Boston, MA 02115-5005
(617) 437-3778

The National Commission, designed for the promotion of cooperative education, defines cooperative education as a process of education which formally integrates a student's academic and/or career interests with productive work experiences in cooperating employer organizations. Through this interaction, students enhance their academic knowledge, persist in the continuation of their education, and improve their personal and professional development. The teaching faculty, cooperative education coordinators, and the employing supervisors all share in the intellectual and personal development of the student. The resulting effect is remarkably synergistic, with all of the parties benefiting from the collaborative effort. The Commission states this form of education is advantageous to the student as well as society, employers, and institutions.

National Council of Independent Living Programs (NCILP)

Marca Bristo
Access Living
310 S. Peoria, Suite 201
Chicago, IL 60607
(312) 226-5900

NCILP is a professional association for member centers, disseminating information about independent living matters and relevant legislation through its membership network. It can provide referral to a local program to consumers, up-to-date practical information to

professionals, and advice to persons interested in starting an independent living center.

National Council on the Handicapped (NCH)

800 Independence Avenue, S.W., Suite 814

Washington, DC 20591

(202) 267-3846

(202) 267-3232 (TDD)

The Council is an independent Federal agency comprised of 15 members appointed by the President and confirmed by the Senate. It is mandated to address, analyze, and make recommendations on issues of public policy which affect people with disabilities regardless of age, disability type, perceived employment potential, perceived economic need, specific functional ability, status as a veteran, or other individual circumstances. It will distribute periodically a free newsletter, *FOCUS*, and welcomes requests for copies of policy papers.

National Easter Seal Society

Program Services Department

70 E. Lake Street

Chicago, IL 60601

(312) 726-6200 (Voice)

(312) 726-4258 (TDD)

The National Easter Seal Society is the world's oldest and largest nonprofit, community-based health agency providing direct services for people with disabilities and their families. Founded in 1919, the Society is universally recognized as the organization that pioneered identifying the needs of people with disabilities and providing rehabilitation services to meet those needs. The Society strives to fulfill its mission by establishing and maintaining services that meet the needs of persons with disabilities, assisting persons with disabilities and their families in finding and making effective use of resources that will help them develop their abilities and live purposeful lives, assisting communities in developing necessary and appropriate services for persons with disabilities, working with and for persons with disabilities to assist them in attaining and protecting their legal rights, and creating a climate of acceptance in all aspects of society for persons with disabilities. Individuals of all ages and having disabilities resulting from any cause can find assistance through Easter Seal programs.

National Federation of the Blind (NFB)

Marc Maurer, President

1800 Johnson Street

Baltimore, MD 21230

(301) 659-9314

NFB is a consumer group which can answer questions about blindness and refer people to appropriate resources or adapted equipment. The ultimate purpose of the NFB is the complete integration of the blind into society on a basis of equality. This objective involves the removal of legal, economic, and social discriminations; the education of the public to new concepts concerning blindness; and the achievement by all blind people of the right to exercise to the fullest their individual talents and capacities. It means the right of the blind to work along with their sighted neighbors in the professions, common callings, skilled trades, and regular occupations. It publishes *The Braille Monitor*, a monthly publication devoted to news and discussion of issues important to blind people. It is produced in print, Braille, on record, and on cassettes and is available without cost to the blind and the sighted alike upon request.

National Industries for the Severely Handicapped (NISH)

Betsy Lewis, Program Specialist

2235 Cedar Lane

Vienna, VA 22180

(703) 560-6800

NISH is the nonprofit agency that provides technical assistance to sheltered work centers interested in securing Federal contracts under the mandatory procurement provisions of Public Law 92-28, the Javits-Wagner-O'Day (JWOD) Act. Its primary objective is to provide jobs for individuals with severe disabilities and promote their placement into competitive industry.

National Information Center on Deafness (NICD)

Loraine DePietro, Director

NICD, Gallaudet University

Merrill Learning Center, LE 55

800 Florida Avenue, N.E.

Washington, DC 20002

(202) 651-5051

(202) 651-5052 (TDD)

NICD responds to inquiries about hearing loss, deafness, and persons with hearing loss from any interested individuals. Collects, develops, and disseminates information on the topics dealing with deafness and hearing loss including education of deaf children, communication, hearing loss and aging, careers in deafness and programs and services for hearing impaired people. Materials developed by NICD are available with a small fee. NICD also provides information about programs and services at Gallaudet University, the only liberal arts university in the world for hearing impaired persons.

**National Network of Learning Disabled Adults
(NNLDA)**

800 N. 82nd Street, Suite F2
Scottsdale, AZ 85257
(602) 941-5112

NNLDA is an organization of adults who have learning disabilities. It is the only national consumer directed, self-advocacy organization for adults with learning disabilities. NNLDA represents adults with learning disabilities, not their parents, teachers, or families. Their goals include improving the public image and self-image of adults with learning disabilities, developing communications skills and networking opportunities among adults with learning disabilities, providing assistance to employers and educational institutions in making reasonable accommodation for people with learning disabilities, and encouraging the formation of support groups.

National Network of Parent Centers

TAPP Network
Technical Assistance for Parent Programs
Patricia Blake, Assistant Project Director
312 Stuart Street, 2nd Floor
Boston, MA 02116
(617) 482-2915

TAPP coordinates approximately 60 federally-funded Parent Information and Training Projects and four regional centers. Parents are invited to contact TAPP for the address of the center nearest to them.

National Organization on Disability (NOD)

Shirley Sandage
910 16th Street, N.W.
Suite 600, 6th Floor
Washington, DC 20006
(202) 293-5960
(800) 248-ABLE

NOD was founded in 1982 to promote full participation of America's 37 million men, women and children with disabilities in all aspects of community life. NOD believes the best way to achieve full participation of people with disabilities is through local planning and action. Accordingly, they have established a Community Partnership Program--a network of 2,000 towns, cities and counties nationwide. NOD's community partners undertake many different kinds of activities. Some communities work to improve attitudes toward persons with disabilities; some expand educational and employment opportunities; while others address transportation needs and/or expand participation in recreational, social, religious and cultural activities. The

Community Partnership Program promotes goals and their pursuit through voluntary action and gives awards yearly to communities that have made the most innovative progress in integrating disabled people into community life. Technical assistance is available upon request, as well as "how-to" materials, and direct referral to other partners with similar programs for networking and exchange of ideas. NOD's quarterly newsletter, *Report*, is available free upon request.

National Rehabilitation Association (NRA)

633 S. Washington Street
Alexandria, VA 22314
(703) 836-0850 (Voice/TDD)

The NRA membership is comprised of persons with disabilities, professional rehabilitation workers, and others from the fields of education, medicine, business, and industry. Members receive eight newsletters annually and the *Journal of Rehabilitation* quarterly. NRA is active in areas such as advocacy, legislative design, and the development of education and training programs for people with disabilities. The seven separate professional divisions are Job Placement, Rehabilitation Counseling, Rehabilitation Administration, Vocational Evaluation and Work Adjustment, Independent Living, Rehabilitation Instructors, and Support Staff.

National Rural Development Institute

Linda Hines
359 Miller Hall
Western Washington University
Bellingham, WA 98225
(206) 676-3576

The National Rural Development Institute is a non-profit organization dedicated to enhancement of rural and small schools education. NRDI facilitates the exchange of resources and effective strategies through conferences, research, publications, training and related services. Other related services under NRDI include the National Rural and Small Schools Consortium (NRSSC), an action-oriented group of individuals and agencies working to enhance rural and small school education, and the American Council on Rural Special Education (ACRES), a national team of professionals working together to enhance services to rural individuals with disabilities.

National Technical Institute for the Deaf (NTID)

College of RIT
William Castle
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623-0887
(716) 475-6400 (Voice/TDD)

NTID, one of RIT's nine colleges, is the world's largest technological college for deaf students. Created by Congress and funded primarily by the U.S. Department of Education, NTID represents the world's first effort to educate large numbers of deaf students within a college campus planned principally for hearing students. In addition to the academic programs based within NTID, RIT's deaf students also benefit from nearly 200 other technical and professional courses of study offered by RIT's other eight colleges. NTID offers deaf students the opportunity to go to college in a hearing environment and thus makes their transition to a hearing society easier and more effective.

ODPHP National Health Information Center (ONHIC)

P.O. Box 1133
Washington, DC 20013-1133
(800) 336-4797
(301) 565-4167 (Maryland only)

The ODPHP National Health Information Center is a health information referral organization. Established by the Office of Disease Prevention and Health Promotion (ODPHP), the Center's main objectives are to: (1) identify health information resources; (2) channel requests for information to these resources; and (3) develop publications on health-related topics of interest to health professionals, the health media, and the general public. The Center meets these objectives by using a variety of health information resource materials, a database of health-related organizations, and an information referral system.

Office of Special Education Programs

U.S. Department of Education
Norman Howe
400 Maryland Avenue, S.W.
Switzer Building, Room 3072, M/S 2313
Washington, DC 20202
(202) 732-1068

Special Education grants, such as parent training and special education personnel training, are awarded to various organizations, projects, and institutions through this Education Department.

President's Committee on Employment of People with Disabilities (PCEPD)

1111 20th Street, N.W., Suite 636
Washington, DC 20036
(202) 653-5044
(202) 653-5050 (TDD)

The President's Committee is a national source of information and assistance concerning employment and people with disabilities. The Committee works closely with the National Council on the Handicapped and through a network of committees at the state and local levels. The Committee sponsors the national observance of National Employ the Handicapped Week (first full week in October of each year), an annual conference on the employment of people with disabilities, seminars, and workshops on a range of issues concerning employment. It publishes and distributes publications focused on employment and people with disabilities. The Committee also sponsors the Job Accommodation Network.

Public Interest Law Center of Philadelphia (PILCOP)

Michael Churchill, Chief Counsel
125 S. 9th Street, Room 700
Philadelphia, PA 19107
(215) 627-7100

The Law Center was founded in 1974 by leaders of the Philadelphia Bar Association as successor to the Philadelphia Chapter of the Lawyers' Committee for Civil Rights Under Law. PILCOP's mission has been to serve individuals and community groups who traditionally have been without access to legal assistance, to increase their economic and physical well-being through provision of a full range of legal services. Our active projects serve the mentally disabled, minorities facing discriminatory treatment at work or as job applicants, and residents whose health is threatened by pollution of the air.

Public Offender Counselor Association (POCA)

William Noger Fatum, President
30 Tecumseh Trail
Browns Mills, NJ 08015
(609) 893-5299

The membership of the POCA is interdisciplinary in nature and includes persons in many work areas, including probation and parole, mental health, alcohol and drug abuse, adult and juvenile offender rehabilitation, vocational rehabilitation, social work, and school settings. POCA is the primary professional association which advocates the development of effective counseling and rehabilitation programs for adult and juvenile public offenders and their families. POCA offers a

means of gaining identity as a professional counselor, information and programs on public offender counseling. Membership is open to AACD members who have an interest in the field of offender counseling.

**RESNA: Association for the Advancement of
Rehabilitation Technology**

1101 Connecticut Avenue, N.W., Suite 700
Washington, DC 20036
(202) 857-1199

RESNA serves as a catalyst and information resource to address urgent issues that must be resolved so that disabled persons can enjoy productive living to the fullest extent possible. The objective of RESNA is to furnish leadership and to foster advancement and utilization of rehabilitation technology in its broadest sense. The purpose of RESNA is to promote and support the research, development, dissemination, integration, and utilization of knowledge in rehabilitation technology and to assure that these efforts result in the highest quality of service delivery and care for all disabled citizens.

**Secondary Education and Transitional Programs
Branch**

U.S. Department of Education
Office of Special Education
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 732-1177

This U.S. Department of Education is seeking applications from persons and groups developing model transition programs. Readers interested in receiving an application should write or call the Secondary Education and Transition Programs Branch.

**Vocational Evaluation and Work Adjustment
Association (VEWAA)**

Stan Ridgeway, President
3600 Bragaw
Anchorage, AK 99504
(907) 561-4466

A division of the National Rehabilitation Association, its members include specialists in vocational evaluation and work adjustment who keep legislators informed of the needs of persons with disabilities and advocate adequate federal and state funding for programs servicing persons with disabilities.

**CENTERS FOR EDUCATIONAL
INFORMATION/SERVICES**

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to transition.

Apple Office of Special Education Programs

Apple Computer
20525 Mariana Avenue, MS23D
Cupertino, CA 95014
(408) 973-6484

This office is responsible for Special Education and Rehabilitation related technologies using Apple computers to meet the needs of people with disabilities.

**Community Transition Interagency Committees
(C-TICs)**

Minnesota Department of Education
Minnesota University Affiliated Program
Susan Ognanovich
565 Capitol Square
550 Cedar Street
St. Paul, MN 55101
(612) 624-4848

The Minnesota Department of Education has contracted with the Minnesota University Affiliated Program to provide technical assistance to help in the development of Community Transition Interagency Committees (C-TICs). Seventy C-TICs are now in place to coordinate services affecting youth with disabilities as they move from work, postsecondary education and training, and community living. Required by the 1987 legislature and organized by local school districts during the past year in Minnesota, the committees include parents, secondary school staff, professionals from adult service agencies such as vocational rehabilitation and county social services, as well as representatives from postsecondary educational institutions. The C-TICs' responsibilities include identifying current services and programs for youth with disabilities as well as any gaps in services. Committees must also develop a community plan, with goals and objectives, to ensure that transition needs of all special education students are met.

The Employment Network

Specialized Training Program
University of Oregon
135 Education Building
Eugene, OR 97403-1211
(503) 686-5311

Information on the competencies of staff for direct service roles in supported and transitional employment is available from this office.

IBM National Support Center for Persons with Disabilities

Jay Flynn
P.O. Box 2150 - HO 6R1
Atlanta, GA 30055
(800) IBM-2133 (Continental USA Voice/TDD)
(404) 988-2733 (Georgia Voice Only)
(404) 988-2729 (Georgia TDD Only)

The Center was created to help health care leaders, agency directors, policy makers, employers, educators, public officials and individuals learn how technology can improve the quality of life for the disabled person in the school, home and work place. The Center responds to requests for information on how computers can help people with vision problems, hearing problems, speech impairments, learning disabilities, mental retardation and mobility problems. Resource guides which present information about some of the technology and services available to aid persons with disabilities are available from the Center. While the Center is unable to diagnose or prescribe an assistive device or software, information is provided on what is available and where one can go for more details.

Instructional Materials Laboratory

Jim Muench, Special Needs Editor
Room 8, London Hall
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-9935
(800) 392-7217

The Instructional Materials Laboratory (IML) is a non-profit organization that produces and disseminates vocational teaching materials and curriculum guides. IML's Special Needs section includes the following guides, which are meant to supplement the existing standard curriculum guides: (1) Clerical/Secretarial, (2) Food Service, (3) Nurse Assistant in a Long-Term Care Facility, (4) Auto Service, (5) Maintaining Small Engines, (6) Health Services, (7) Orientation to Occupations, (8) Cooperative Occupation Education, (9) Grounds Maintenance, (10) Building Maintenance, (11) Building Trades, (12) Auto Mechanics, (13) Welding, (14) Air Conditioning and Refrigeration, (15) Remedial Reading Vocabulary Modules, (16) Vocational Math, (17) Core Employment Skills, (18) Agriculture, and (19) Auto Body. The *CAI Review*, a newsletter published twice a year, is part of an ongoing Vocational Special Needs Computer Assisted Instruction

(VSNCAI) project. The project also includes a search for computer software to complement the guides under development each year.

International Center for the Disabled (ICD)

340 E. 24th Street
New York, NY 10010
(212) 679-0100

For seven decades ICD has continued to expand its mission and meet new challenges to improve the lives of the disabled. The Center provides services to people from all walks of life, conducts research, and offers professional education courses. The Center develops model programs which it makes available to other agencies and rehabilitation personnel nationally and internationally.

As a rehabilitation partner of the business community, ICD offers consultation to corporations on the recruitment of disabled employees. It also provides rehabilitation and return-to-work services for employees injured or disabled in the work place. ICD offers a variety of training programs designed to help clients develop marketable skills for the competitive work world. All training courses are fully responsive to local employment conditions. The primary objective is to enable clients to bring their skill levels up to meet entry-level criteria.

Materials Development Center (MDC)

Ronald Fry, Director
Stout Vocational Rehabilitation Institute
School of Education and Human Services
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1342

The Materials Development Center is a national source for the collection, development, and dissemination of information and materials in the areas of vocational evaluation, work adjustment, rehabilitation facility management and operations, independent living, and transitional employment and supported work. The goal of MDC is to improve the performance of rehabilitation facilities serving the handicapped, resulting in the increased economic independence for disabled persons. The emphasis is upon practical, self-contained, easily modifiable materials.

Missouri LINC

Lynda L. West, Director
University of Missouri-Columbia
401 E. Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (Missouri only)

Missouri LINC is a technical assistance center providing services to special educators, vocational educators, and counselors who train special needs students as mandated in current legislation. Activities and services include information assistance, publications and product development, research and development, and professional development.

The National Center for Youth with Disabilities

Robert Blum, M.D., Ph.D., Director
Adolescent Health Program
University of Minnesota
D-124 Mayo Memorial Building, Box 721
University of Minnesota Hospital and Clinics
Harvard Street at East River Road
Minneapolis, MN 55455
(612) 626-2825
(800) 333-NCYD

The National Center for Youth with Disabilities is a collaborative project of the Society for Adolescent Medicine and the Adolescent Health Program at the University of Minnesota. It was established as an information and resource center focusing on adolescents with chronic illness and disability and the issues surrounding their transition to adult life. Its goal is to foster coordination and collaboration among agencies, professionals, families and youth in the planning and provision of services, and to promote awareness of and responsiveness to the health and social needs of youth with disabilities.

Programs of the Center are The National Resource Library which maintains a database containing separate bibliographic, program, training/education and technical assistance files; workshops and conferences at state and national levels which support the design and implementation of state and community programs for youth and their families; publication of monographs, bibliographies, and newsletters on vital issues regarding adolescence and disability; and technical assistance.

National Center on Education and Employment

Teachers College, Columbia University
Box 174
New York, NY 10027
(212) 678-3091

The Center conducts and disseminates research on how changes in the economy and the workplace, in the workforce itself, and in patterns of work-related learning affect the development and transformation of human capital in this country. Their objective is to build knowledge that will inform public and corporate decisions about who should teach which work-related skills to whom, when, and how. The Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education. It is part of the Institute on Education and the Economy at Teachers College, Columbia University. The RAND Corporation of Santa Monica, CA, and Washington, DC is a partner in carrying out Center Activities.

National Rehabilitation Information Center (NARIC)

Richard Diener, Director
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
(301) 588-9284
(800) 346-2742

NARIC provides reference, research, and referral services concerning disability and rehabilitation issues. The Center provides document delivery and custom database searches of REHABDATA and maintains an extensive research collection. It publishes the *NARIC Quarterly: A Newsletter of Disability and Rehabilitation Research and Resources* and has published a *Guide to Periodicals in Disability and Rehabilitation*.

**The National Rural Development Institute's
Resource Center**

ACRES Librarian
Miller Hall 359
Western Washington University
Bellingham, WA 98225
(206) 676-3576

The Rural and Small Schools Resource Center/Library provides a variety of rural resources and referrals on a wide range of topics including curriculum and program development, family support, preservice/inservice, and transition. Materials are available to rural residents, educators, students and anyone who is interested in learning more about the challenges of education in a rural environment.

PACER Center Inc.

Parent Advocacy Coalition for Educational Rights
Marge Goldberg, Co-Director
Paula Goldberg, Co-Director
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966
(800)-53PACER (Minnesota only)

PACER, a coalition of 17 Minnesota disability organizations, is a Center of parents helping parents. Staffed primarily by persons who are parents of children with handicaps or have handicaps themselves, PACER offers information about laws and procedures and parents' rights and responsibilities. The Center works with parents of children and young persons with all disabilities--physical, mental, learning, and emotional. PACER's programs help other parents become informed and effective representatives for their children and young adults in educational and other service decision making. PACER offers transition workshops for parents of secondary school students with handicaps as well as transition training for special education students in high school settings.

Rehabilitation Research and Training Center (RRTC)

Virginia Commonwealth University
1314 Main Street
Richmond, VA 23284-0001

Information on the competencies of staff for direct service roles in supported and transitional employment is available from this Center. RRTC's role toward improving the employability of citizens with mental retardation is evident in their publications concerning transition and supported work.

Research and Improvement Information Services

U.S. Department of Education
Information Office
555 New Jersey Avenue, N.W., Room 300
Washington, DC 20208-1325
(800) 424-1616

OERI conducts studies and publishes reports that provide data to inform the general public and assist decisionmakers in forming sound educational policies. Single copies of brochures, bulletins, contractor reports, historical reports, research briefs, special reports, and other publications are available free of charge from OERI.

Technical Assistance for Special Populations Program (TASPP)

Carolyn Maddy-Bernstein, Director
The University of Illinois
Department of Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

TASPP is a service function of the National Center for Research in Vocational Education at the University of California, Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. The Program's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; initiate and support networks of professionals serving the vocational education needs of special groups; and provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops, publishing a quarterly newsletter on critical issues and policy options, and developing appropriate materials for national distribution.

Transition Institute

Frank R. Rusch, Director
College of Education
University of Illinois
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-2325

The Secondary Transition Intervention Effectiveness Institute was founded in 1985 to address both the theoretical and practical problems of transition among youth with handicaps. The goal is to seek solutions through intervention, evaluation, and technical assistance. The purpose of the Institute is to operationalize a research model that will have an influence on students in transition, the supporting social systems, the community, and the societal, economic and governmental systems that influence the development and implementation of policy.

Vocational Research Institute

1528 Walnut Street, Suite 1502
Philadelphia, PA 19102
(800) VRI-JEVS

The Vocational Research Institute is a division of the Philadelphia Jewish Employment and Vocational Service, a non-profit, non-sectarian human service agency founded in 1941. VRI develops and distributes vocational assessment and guidance materials for use in industry, governmental institutions and organizations seeking to maximize the vocational potential of their clients.

CLEARINGHOUSES

This section lists the clearinghouses which provide specialized information to teachers, administrators, students, counselors, policymakers, parents, disability advocates, and people with disabilities. These clearinghouses provide services and publications in the form of response by letter, telephone, and electronic interaction; newsletters; bibliographies; computer-based information network; monographs; journal columns and articles; fact sheets and resource papers; resource directories; referral lists; computer searches; specialized projects; conference presentations; and telephone consultation.

Clearinghouse on Disability Information

Office of Special Education and Rehabilitative Services
U.S. Department of Education
Room 3132 Switzer Building
Washington, DC 20202-2524
(202) 732-1723

Created by the Rehabilitation Act of 1973, the Clearinghouse responds to inquiries, and researches and documents information operations serving the handicapped field on the national, state and local levels. The Clearinghouse responds to inquiries on a wide range of topics. Information is especially strong in the areas of Federal funding for programs serving disabled people, Federal legislation affecting the handicapped community, and Federal programs benefiting people with handicapping conditions. The Clearinghouse is knowledgeable about who has information and refers inquirers to appropriate sources.

Clearinghouse on the Handicapped

U.S. Education Department
Thelma Leenhauts, Director
330 C. Street, N.W.
Room 3132 Switzer Building
Washington, DC 20202-2524
(202) 732-1250

This clearinghouse provides information on federal legislation and programs and national organizations relating to individuals with handicaps.

ERIC: ERIC Clearinghouse on Handicapped and Gifted Children

Judi Conrad, Associate Director
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

The ERIC Clearinghouse gathers and disseminates educational information on all disabilities and the gifted across all age levels. The Clearinghouse abstracts and indexes the special education literature included in the computerized ERIC database and its monthly print indexes *Resources in Education* and *Current Index to Journals in Education*. Services include: responses to written, phone, and electronic information requests; ERIC workshops and technical assistance; computer searches of the ERIC and *Exceptional Child Education Resources* (ECER) databases; and analyses of current trends and issues.

ERIC/ACVE: Clearinghouse on Adult, Career, and Vocational Education

Susan Imel, Director
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614) 486-3655 (OH, AK, HI)
(800) 848-4815

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include Special Resource Lists on topics of current interest, major publications that provide in-depth reviews, Digests that summarize information on selected topics, Trends and Issues Alerts that provide information on emerging trends and issues, and Practice Application Briefs that are based on research findings.

HEATH: Higher Education and Adult Training for people with Handicaps

Rhona C. Hartman, Director
American Council on Education
One Dupont Circle, N.W., Suite 800
Washington, DC 20036-1193
(202) 939-9320
(800) 544-3284

The HEATH Resource Center operates this national Clearinghouse on Postsecondary Education for

Individuals with Handicaps. The Center serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, transition training and adult education programs, independent living centers, and other training entities after high school. The Center gathers and disseminates this information so that people with disabilities can develop their full potential through postsecondary education and training if they choose. The Center provides technical assistance to colleges, universities, and postsecondary programs to help them include students with disabilities. HEATH maintains a toll-free number, provides single copies of materials free of charge in print or alternative media, and encourages duplication and dissemination of its resources.

NICHCY: National Information Center for Children and Youth with Handicaps

Carol Valdivieso, Director
P.O. Box 1492
Washington, DC 20013
(703) 893-6061 (Voice/TDD)
(800) 999-5599 (recorded message)

NICHCY operates as a national clearinghouse to provide free information to assist parents, educators, care-givers, advocates and others to improve the lives of children and youth with handicaps and to assist them in becoming participating members of the community. The Center collects and shares information and ideas that are helpful to children and youth with handicaps and the people who care for and about them. NICHCY answers questions, links people with others who share common concerns, provides technical assistance, publishes information products, and uses visual media to inform. Essentially, NICHCY helps information flow between the people who have it and those who need it.

Self-Help Clearinghouse

St. Clares-Riverside Medical Center
Pocono Road
Denville, NJ 07834
(210) 625-9565

The Self-Help Clearinghouse provides information and referral, free consultation, and training services for persons interested in finding or forming self-help groups throughout New Jersey. Callers to the Clearinghouse usually have one of a wide variety of disabilities, illnesses, or stressful life situations. The clearinghouse publishes a directory of self-help groups in New Jersey, and a book listing national and model groups nationwide, with articles on starting and maintaining groups; issues a newsletter, various how-to materials,

videotapes, manuals; and works with the media to promote an increased awareness of the existence and benefits of mutual aid self-help groups that deal with a wide variety of human concerns and life situations.

COMPUTER-BASED INFORMATION NETWORKS

In this section, computer-based information networks which provide instantaneous on-line messaging and database services to the education community are described. These networks are an efficient method of communicating with other school districts, agencies, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning special education.

ADVOCNET

Dialcom, Inc.
600 Maryland Avenue, S.W., Suite 307 W.
Washington, DC 20024
(202) 488-0550

The National Center for Research in Vocational Education, University of California, Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators. The service features message switching, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest. It is expected by midyear 1989, that the Technical Assistance for Special Populations Program (TASPP) will manage a bulletin board designed to carry up-to-date information concerning special populations in vocational education.

SpecialNet

GTE Education Services, Inc.
2021 K Street, N.W.
Suite 215
Washington, DC 20006
(202) 835-7300

The world's largest computer-based information network for education professionals, it consists of three parts: electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than 40 national bulletin boards including Assessment, Litigation, Rural,

Spec.ed.needs, and Transition are available along with over 50 active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available 24 hours a day, seven days a week through virtually any telephone in the United States and Canada, as well as 70 additional countries world-wide.

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties. Those listed herein represent available databases that include information on transition.

ABLEDATA

Adaptive Equipment Center
Newington Children's Hospital
181 E. Cedar Street
Newington, CT 06111
(800) 344-5405 or
(203) 667-5405 (in Connecticut)

ABLEDATA is a computerized listing of over 13,000 commercially available products for rehabilitation and independent living. Annotations about each product give detailed descriptions. Professionals or others who subscribe to Bibliographic Retrieval Services (BRS) may access ABLEDATA directly. For information about BRS write to 1200 Route 7, Latham, NY 12110 or call (800) 345-4277. New York residents call (518) 783-1161.

ERIC

U.S. Department of Education
Office of Educational Research and Improvement
(OERI)
Washington, DC 20208
(202) 254-5500

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It does so through a variety of products and services which include databases, abstract journals, microfiche, computer searches, online access, document reproductions, and analyses and syntheses. ERIC maintains the world's largest education database which

covers all aspects of education and is accessible in most universities, states, and large city libraries in at least one of three formats: (1) manual indexes, (2) an on line service, and (3) CD-ROM.

Research in Vocational Education (RIVE)

BRS Information Technologies, Inc.
1200 Route 7
Latham, NY 12110
(518) 783-1161 (New York only)
(800) 345-4277

This online database contains descriptions of state-administered and federally administered vocational education program improvement (research, curriculum development, exemplary and innovative, and personnel training) projects funded wholly or in part by monies from the Carl D. Perkins Vocational Education Act. The primary advantage of accessing this file is that it contains descriptions of projects in progress and provides a valuable supplement to an ERIC search.

Special Needs Database

The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

This microcomputer database identifies organizations and agencies that serve special needs populations.

VECM Database

BRS Information Technologies, Inc.
1200 Route 7
Latham, NY 12110
(800) 468-0908

Managed by the National Center for Research in Vocational Education, University of California, Berkeley, the Vocational Education Curriculum Materials (VECM) database provides online information on print and nonprint curriculum products including textbooks, workbooks, slides, tapes, and microcomputer courseware. This database, conducted cooperatively with the National Network for Curriculum Coordination in Vocational and Technical Education, provides information on materials developed specifically for handicapped, disadvantaged, limited English and bilingual students.

SELECTED OSERS FUNDED TRANSITION PROJECTS

The Office of Special Education and Rehabilitative Services (OSERS) has funded the following selected projects as part of a nationwide Transition Initiative. A brief overview of each project's purpose has been provided. For further information on a project, interested parties are encouraged to communicate directly with the contact person for that project. More indepth information can be found in the *Compendium*, an annual publication of the Secondary Transition Intervention Effectiveness Institute, located at the University of Illinois at Urbana-Champaign. This document may be useful in obtaining an up-to-date view of the nationwide transition effort on behalf of individuals with disabilities.

Career Skills Upgrading Project

Jean Crockett, Project Director
Human Resources School
Searington Road
Albertson, NY 11507
(516) 747-5400
Starting Date: 7/1/85
Ending Date: 6/30/88

Purpose: To provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work, and knowledge of self as a worker. This generic skills program will be offered as part of a "reverse mainstreamed" adult education program, 2-4 evenings per week over a 30-week period.

The Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped

Greg R. Weisenstein, Contact Person
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195
(206) 545-1807
Date Federal Funding Expired: 12/31/87

Purpose: To develop a model that school districts can use to better prepare 17-21 year old handicapped students for the world of work. Students will work in competitive jobs during the day, evenings or weekends; attend a transition resource room three times per week; and participate in an Employment Support Group once per week. They will be placed in other in-district programs (e.g., vocational classes) as warranted by individual training needs. The primary handicapping condi-

tion(s) of the students/clients served by this project included behavioral disorder, learning disability and mental retardation.

Enhancing Vocational Possibilities for College Students with Learning Disabilities

Craig A. Michaels, Project Director
Human Resources Center
I.U. Willets Road
Albertson, NY 11050
(516) 747-5400
Starting Date: 9/1/87
Ending Date: 8/31/90

Purpose: To demonstrate how vocational possibilities for community college students with learning disabilities can be enhanced through the provision of comprehensive vocational support services. Services will include comprehensive psychological, educational and vocational assessment; campus-based support services to increase career awareness; comprehensive placement readiness skills training and placement; and followup services.

Following the Lives of Young Adults with Disabilities in New Hampshire

Jan Nisbet, Contact Person
University of New Hampshire-Durham
Institute on Disability
Morrill Hall
Durham, NH 03824
(603) 862-4320
Starting Date: 9/1/88
Duration: 48 months

Purpose: To improve tracking systems for youth who complete or leave secondary programs and to revise curriculum and/or program options based on continued analysis of outcome data.

Great Falls Transition Project

Stephen White, Project Director
Great Falls VOTEC Center
2100 - 16th Avenue South
Great Falls, MT 59405
(406) 791-2281
Starting Date: 8/1/86
Ending Date: 7/31/89

Purpose: To develop, implement, and validate a coordinated model of transitional services which enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability.

**Interagency Use of Longitudinal Outcome Data
Improving Transition Services for
Handicapped Youth**

Robert A. Stodden, Contact Person
University of Hawaii
Department of Special Education
1776 University Avenue
Honolulu, HI 96822
(808) 948-7956
Starting Date: 10/1/88
Duration: 48 months

Purpose: To improve the quality and coordination of transition services. A central concept of the project is the development and use of a Theoretical Model to guide the collection and analysis of longitudinal data.

Olta' Doo Naa Nishji Project

Sherry A. Curley or Elmer Guy, Contact Person
Navajo Vocational Rehabilitation Program
P.O. Box 1420
Window Rock, AZ 86515
(602) 871-5076
Date Federal Funding Expired: 9/30/87

Purpose: To ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for postsecondary training and employment. The primary handicapping condition(s) of the students/clients served by this project included learning disability and substance abuse.

Project Access

Patricia Kercher, Project Director
Great Falls Vocational Technical Center
2100 16th Avenue South
Great Falls, MT 59405
(406) 791-2108
Starting Date: 10/1/87
Ending Date: 9/30/88

Purpose: To develop, implement, and validate especially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults with their non-handicapped peers.

Project A.C.T.I.V.I.T.Y.

Betsy Bounds, Project Director
Tucson Unified School District
1010 E. 10th Street
Tucson, AZ 85719
(602) 882-2421
Starting Date: 9/1/87
Ending Date: 8/31/90

Purpose: To develop skill development packages in the areas of related basic skills, personal/social/living skills, learning strategies and pre-entry vocational skills; provide comprehensive vocational evaluations for the mildly handicapped through observation in work or training settings and appropriate standardized instruments; provide for coordination between family, school, employer and appropriate agencies; and provide counseling support.

**Project ADAPT: A School-based Vocational
Preparation Model for Transition from School to
Work**

Charles Coker or Dale Thomas, Contact Person
Research and Training Center
University of Wisconsin-Stout
Menomonie, WI 54751
(715) 232-1151
Date Federal Funding Expired: 9/30/87

Purpose: To develop and demonstrate a model project for the transition from school to work for mildly handicapped students. The primary handicapping condition(s) of the students/clients served by this project included learning disabled and mental retardation.

PROJECT CCTM

Betsy Bounds, Project Director
Tucson Unified School District
1010 E. 10th Street
Tucson, AZ 85719
(602) 882-2421
Starting Date: 7/1/86
Ending Date: 6/30/89

Purpose: To improve pre-entry/pre-employment skills, to provide parents with transition information and support, to improve employer attitudes and number of job placements, to improve job success, and to increase mainstreaming into regular vocational education.

**Project OVERS - Oklahoma Vocational Education
Resource System**

Kathy McKean, Project Director
Child Service Demonstration Center
101 W. Broadway
Cushing, OK 74023
(918) 225-1882 or (918) 225-4711
Starting Date: 9/1/86
Ending Date: 8/31/88

Purpose: To provide for the postsecondary vocational/technical education needs of LD adults in Oklahoma through a model resource system at Central Area Vo-Tech and to replicate this model in the 24 other

area vo-techs (and their associated satellite centers) in the State.

Project PERT

Joseph M. Ashley, Contact Person
Woodrow Wilson Rehabilitation Center
Box 250
Fishersville, VA 22939
(703) 332-7123
Date Federal Funding Expired: 9/30/86

Purpose: To demonstrate an innovative approach which will enhance the postsecondary options and opportunities of mildly retarded and LD youth in the Commonwealth of Virginia. The primary handicapping condition of the students/clients served by this project was learning disability.

Project READDY

Dianne Berkell, Contact Person
Department of Special Education
C.W. Post Campus, Long Island University
Brookville, NY 11548
(516) 299-2125
Date Federal Funding Expired: 9/30/87

Purpose: To prepare severely handicapped autistic students through a community-based vocational training program for competitive employment positions. The primary handicapping condition of the students/clients served by this project was autism.

**Project Sets: Supported Employment
Transitional Services**

Paul Alberto, Contact Person
Georgia State University
Department of Special Education
University Plaza
Atlanta, GA 30303
(404) 651-2310
Starting Date: 10/1/88
Duration: 36 months

Purpose: To develop cooperative transition programs among state agencies which result in the successful movement of the students from school to supported employment and of the adults from facility-based programs or no program to supported employment.

Project VAST

Anthony G. Fiana, Project Director
Raymond C. Graesser, Project Coordinator
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

(804) 225-2880

Starting Date: 10/1/86

Ending Date: 9/30/89

Purpose: To develop a model at state and local levels which insures students with disabilities in Virginia will receive transition services focusing on career preparation, employment, independence and successful life adjustment through a formal organized case management system. The service delivery model involves ten state agencies and a computerized transition information system.

**Redirecting Vocational Training to the Community
College: A Purchasable Option for Mildly
Handicapped Consumers**

Bert Flugman, Contact Person
CASE/IRDOE, CUNY Graduate School
33 W. 42nd Street, Room 620NC
New York, NY 10036
(212) 221-3532
Date Federal Funding Expired: 9/30/87

Purpose: To develop low-cost, non-degree vocational training at community colleges for handicapped youth who are school leavers and for disabled adults who need further training but aren't eligible for matriculated programs because they lack a high school diploma. The primary handicapping condition of the students/clients served by this project included learning disability.

**Secondary and Transition Services Follow-up
Follow-along Projects**

Eugene Edgar, Contact Person
College of Education
Experimental Education Unit WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011
Starting Date: 7/1/88
Duration: 48 months

Purpose: To develop and implement a follow-along system capable of flagging at-risk students early enough that appropriate interventions can prevent them from dropping out and to test four models of intervention programs feasible in suburban districts.

**Secondary Education and Transitional Services
for Handicapped Youth**

Dan Hulbert, Contact Person
Whittier Union High School District
Career Assessment & Placement Center
9401 S. Painter
Whittier, CA 90605
(213) 698-8121
Date Federal Funding Expired: 12/31/87

Purpose: To provide a comprehensive network of vocational, independent living skills, community consumer and career education services for all students with exceptional needs (within the 8 cooperating school districts) through expanding services of existing Career Assessment and Placement Center, evaluating effectiveness of these services, and implementing a dissemination program. The primary handicapping condition(s) of the students/clients served by this project included: emotional disorder, health impairment, hearing impairment, learning disability, mental retardation, speech impairment, visual impairment and multiple handicap.

STEEP Span

Patrick J. McGinn, Contact Person
Independence School District
14220 E. 35th Street
Independence, MO 64055
(816) 833-4417
Date Federal Funding Expired: 9/30/87

Purpose: To strengthen and coordinate education, training and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. The project provides preparatory vocational training, job site development within the community, and needed transitional support services in the least restrictive environment. It provides vocational evaluation and training to handicapped youth to promote a successful transition from school to work. The service delivery model is one of direct intervention and training. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, cerebral palsy, developmental disability, emotional disorder, epilepsy, health impairment, learning disability, mental retardation and physical handicap.

**Teaching Job Related Skills to LD Students
Through Existing Vocational Courses**

John M. Aiken, Project Director
Parsons State Hospital & Training Center
2601 Gabriel

Parsons, KS 67357
(316) 421-6550 Ext. 1872
Starting Date: 10/1/87
Ending Date: 9/30/90

Purpose: To identify a core set of job related skills that are prerequisites for entering into or succeeding in vocational classes that can be incorporated into a curriculum format of instruction for learning disabled learners. When the skills have been identified, the project will establish three pilot programs to demonstrate the incorporation of the core skills within the existing curricula. The pilot programs will be established at the high school, vocational technical school and community college levels.

**The Total Impact Model: A Community College/Trade
School Collaboration for Learning Disabled Young
Adults**

Bert Flugman, Project Director
CASE/IRDOE, CUNY Graduate School
33 W. 42nd Street, Room 620NC
New York, NY 10036
(212) 921-2985
Starting Date: 10/1/87
Ending Date: 9/30/90

Purpose: To study the feasibility of providing vocational training to learning disabled, special education high school leavers, utilizing both a community college and a not-for-profit trade school. Service delivery model involves using the community college to provide training in basic skills and interpersonal skills and also career counseling, campus-based work-study, and parent workshops. A not-for-profit trade school is utilized for training in vocational skills and for job placement.

Transitional Opportunities for LD

Michael Kramer, Contact Person
Young Adult Institute
450 W. 34th Street, 11th Floor
New York, NY 10001
(212) 563-7474
Starting Date: 9/1/87
Ending Date: 8/31/90

Purpose: To develop and implement a model program to facilitate competitive employment of learning disabled young adults who are in transition from school to adult settings. Primary objectives include expanding liaisons between secondary education settings, service providers and prospective employers; refining a Vocational Needs Assessment and Vocational Preparation Curriculum to be used in a Transitional Vocational Training Program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing sup-

port mechanisms for disabled young adults who are in transition or competitively employed; and exploration of continued means of funding for this or similar projects.

Transitional Services for Handicapped Youth

Joyce Paul, Contact Person
Jefferson County Public Schools
Exceptional Child Education Unit
4409 Preston Highway
Louisville, KY 40213
(502) 456-3290

Starting Date: 10/1/88

Duration: 48 months

Purpose: To survey more than 4,000 former and current handicapped students of all exceptionalities during each year of the project. Beginning in Year One, the results will be analyzed and shared in an ongoing process with a parent/community advisory committee and with staff responsible for the development of programs in the areas of special, regular, vocational, adult, and compensatory education. Data will be put to use immediately by all parties involved in order to effect curricular improvements at all age/grade levels which will enhance the likelihood that today's handicapped youth will obtain competitive employment as adults and lead independent, productive satisfying lives.

Transition Skills Development for Severely Handicapped

Dan Hulbert, Project Director
Whittier Union High School District
Career Assessment and Placement Center
9401 S. Painter Avenue
Whittier, CA 90605
(213) 698-8121
Starting Date: 10/1/86
Ending Date: 9/30/89

Purpose: To design, implement, evaluate and disseminate innovative methods for the provision of transition skills training to adolescents and young adults with severe handicaps.

VECTOR: A New Direction

Wayne A. Lindskoog, Contact Person
9200 Flying Cloud Drive
Eden Prairie, MN 55347
(612) 944-2222

Date Federal Funding Expired: 10/1/87

Purpose: To develop and implement a model for enhancing the role of a school district in (a) increasing the employability of handicapped individuals through the utilization of an area vocational-technical institute's

resources, and (b) facilitating the transition of handicapped individuals from school to employment in competitive industry, sheltered employment, or work activity commensurate with their skills, knowledge and ability. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, chronic mental illness, emotional disorder, epilepsy, learning disability, mental retardation and traumatic head injury.

Vermont Post School Indicators for Program Improvement Project

Susan Hasazi, Contact Person
University of Vermont
Special Education
405 Waterman Building
Burlington, VT 05405
(802) 656-2936

Starting Date: 4/15/88

Duration: 48 months

Purpose: To (1) develop, implement, and evaluate, replicate and disseminate a state-wide follow-up/follow-along system for monitoring the post-school employment, education, living arrangement, friendships and decision-making of former special education students; and (2) develop a state supported technical assistance system to assist school districts in utilizing follow-up/follow along data for the purposes of program improvement. The project will serve all students with handicaps but will place a special emphasis on young women with handicaps and students who have dropped out of school.

Vocational Education to Work

Greg R. Weisenstein, Project Director
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195
(206) 545-1807

Starting Date: 8/15/87

Ending Date: 8/14/90

Purpose: To develop practical, workable strategies that will facilitate the success of handicapped students in vocational education classes. The four model components include active recruitment, guided placement, continuing support and job placement/followup.

OTHER PROJECTS RELATING TO TRANSITION

Additional projects which have various funding agencies are identified in this section. A brief description of each project's overall purpose has been provided. For further information on a project, interested parties are encouraged to communicate directly with the contact person for that project.

ERIC/OSEP Special Project on Interagency

Information Dissemination

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Purpose: To facilitate the dissemination of information about research in special education, in particular, research funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. The Project's publications include a series of directories of research projects funded by the Office of Special Education Programs, "Research and Resources on Special Education", "Research Briefs for Teachers", and "Issue Briefs."

Life-Centered Career Education

(LCCE)/Employability Enhancement Skills (ESS) Project

Donn E. Brolin, Project Director
111 Townsend Hall
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-7775

Purpose: The University of Missouri-Columbia, in cooperation with the Research & Training Center in Vocational Rehabilitation, University of Arkansas-Fayetteville, is researching how the LCCE curricula can be implemented in other school districts. Using selected high schools throughout the country, the Project will demonstrate how the LCCE/ESS curriculum will result in more successful transition from school to work and community living for students with mild handicaps.

The Networking Project for Disabled Women and Girls of the YWCA/NYC

Harilyn Rousso, Project Director
610 Lexington Avenue
New York, NY 10022
(212) 735-9767

Purpose: To provide mentoring, advocacy training and pre-employment skills development for adolescent

women with physical and sensory disabilities. This model program is being replicated in Albany, Los Angeles, Philadelphia, Pittsburgh, Spokane, and Westchester County, NY. Technical assistance and a variety of replication materials are available through the sponsoring agency.

Parents Alliance Employment Project

305 22nd Street
Suite K-164
Glen Ellyn, IL 60137
(312) 790-3060

Purpose: To provide integrated work with support to persons with disabilities in DuPage County, Illinois using individualized job search, job placement in the normal business community, on-site job training, and follow-up services as needed.

Project NETWORK

Margo Vreeburg Izzo, Project Director
Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815 or (614) 486-3655

Purpose: To develop a process whereby school and agency personnel, parents, and employers can better coordinate their support services to ensure that youth with disabilities successfully complete the transition from school to work. Through an increased coordination among service providers and employers, it is expected that persons with disabilities will smoothly make the transition to work with the support necessary to be successful workers.

Statewide Parent Information Network (SPIN) Project Federation For Children With Special Needs

312 Stuart Street
2nd Floor
Boston, MA 02116
(617) 482-2915

Purpose: The overall goal of the SPIN project, an activity of the Federation For Children with Special Needs, is to establish an extensive network of information and training resources for parents of children and youth with special needs throughout Massachusetts. A major activity of the Project is to provide reliable information and training to parents and professionals involved in the special education process. Activities have been designed to meet the needs identified by Massachusetts parents, with special emphasis on meeting the needs of those who are members of underserved groups.

Supported Employment Parent Training Technical Assistance (SEPT/TA) Project

PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417
(612) 827-2966 (Voice & TDD)

Purpose: This OSERS funded project is a national program of the PACER Center. The SEPT/TA Project offers technical assistance to programs involved in supported employment that are interested in training parents about supported employment. Families throughout the nation are encouraged to be active participants in promoting supported employment opportunities for their sons and daughters with disabilities.

TAPP Project

Patricia Blake, Assistant Project Director
312 Stuart Street, 2nd Floor
Boston, MA 02116
(617) 482-2915

Purpose: This project, established by The Education of the Handicapped Act Amendments of 1983, P.L. 98-199, sec. 631(c), consists of a grant program to support organized parent-to-parent efforts designed to meet the information and training needs of parents of children with special needs. The purpose of these parent programs is to enable parents to participate more effectively with professionals in meeting the educational needs of handicapped children. The law also requires a technical assistance and coordination component, which is implemented by the TAPP Project. Technical assistance activities include national and regional conferences, telephone conferencing, individual site visits and a variety of written materials including a newsletter, project overview and directory, monograph series and other fact sheets and publications. The TAPP Project provides a national structure for technical assistance based on this peer model. Delivery of technical assistance is arranged through the four TAPP Regional Centers including the West Region located at Washington State PAVE (Parents Advocating for Vocational Education), 1010 S. "I" Street, Tacoma, WA, 98405, telephone (206) 272-7804, the Midwest Region located at PACER Center (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Avenue, Minneapolis, MN, 55417, telephone (612) 827-2966, the Northeast Region located at New Hampshire Parent Information Center, P.O. Box 1422, Concord, NH, 03301, telephone (603) 224-7005, and the South Region located at Parents Educating Parents (PEP) Project, Georgia Association for Retarded Citizens, 1851 Ram Runway, Suite 104, College Park, GA, 30337, telephone (404) 761-2745.

PROJECT PROFILES OF SUCCESS: 12 EXEMPLARY APPROACHES

The Vocational Studies Center (VSC), School of Education, University of Wisconsin-Madison, received funding from the U.S. Office of Special Education and Rehabilitative Services to select, describe, and publicize 12 exemplary approaches to meet the Carl D. Perkins Act's mandates that apply to secondary level special education students. A brief overview of each project's purpose is included in this section. For further information on a project, interested parties should communicate directly with the contact person for that project. More indepth information can be found in the VSC's publication, *Profiles of Success, Twelve Exemplary Approaches to Serving Secondary Special Education Students through the Carl D. Perkins Vocational Education Act*.

Career Opportunities Program for Special Needs Students in Southwest Oakland County

Irvin Boynton, Contact Person
Southwest Oakland Vocational Education Center
1000 Beck Road
Wixom, MI 48096
(313) 624-6000

Purpose: The goal of this project is to train the exceptional students to their maximum potential in preparation for the world of work.

Designated Vocational Instruction/Job Training Partnership Act Program

Jay Silvernail or Steve McCullough, Contact Person
Elk Mound High School
303 University
Elk Mound, WI 54739
(715) 879-5521

Purpose: The objectives of this program are to: (1) provide all handicapped students with the necessary skills to obtain post high school employment or further training leading to appropriate successful employment; (2) provide support for vocational instructors who have handicapped students in their classes; (3) provide handicapped students in regular vocational classes with the support necessary to succeed; (4) make all regular vocational classes accessible to handicapped students; and (5) provide a process for interdepartmental problem solving, evaluation and instructional modifications.

Employment Skills Program and Designated Vocational Instruction

Joel Newcomb, Contact Person
Verona High School
300 Richard Street
Verona, WI 53593
(608) 845-6451

Purpose: The Employment Skills Program (ESP) and Designated Vocational Instruction (DVI) program focus attention on meeting the vocational, career, academic, and life needs of handicapped, disadvantaged, and other at-risk students. The main purpose is to encourage students to access the vocational and academic areas of the curriculum which will enhance their future success as individuals in our working society.

Frederick County Vocational Evaluation/Support Service Team

Elaine Gorman, Contact Person
115 E. Church Street
Frederick, MD 21701
(301) 694-1657
Ron Hoyman, Contact Person
7922 O'Possumtown Pike
Frederick, MD 21701
(301) 694-1659

Purpose: This program (1) helps handicapped and disadvantaged students select and successfully complete appropriate vocational training, (2) provides students with career/vocational evaluation services, (3) assists students through individualized and small group instruction, (4) provides students with individual job preparation services, and (5) increases the percentage of handicapped students successfully employed in the community.

Leon's Intensive Training for Employment Program (LITE)

Margaret Mills, Contact Person
2757 W. Pensacola Street
Tallahassee, FL 32304
(904) 487-7314

Purpose: The LITE Program provides a coordinated and cost effective service delivery system to meet the training and employment needs of exceptional secondary students. These students progress through a four year curriculum in the least restrictive environment. LITE program staff also promote cooperation among agencies serving this target group.

Oakland Technical Center - Southeast Campus

John Daenzer, Contact Person
Southeast Oakland Vocational Education Center

5055 Delemere Street
Royal Oak, MI 48073
(313) 280-0600

Purpose: The Special Needs Project at SEOVEC provides an opportunity for special needs students to participate in any one of the 22 vocational programs offered at the Center and assists instructors as they train students in entry level occupational skills. Support services help special needs students succeed in regular vocational education programs. Students enrolled in the Special Needs Project are those who may not succeed in a regular vocational education program without assistance or support.

Pierce County Vocational/Special Education Cooperative

Douglas H. Gill, Contact Person
4500 Steilacoom Boulevard, S.W.
Tacoma, WA 98499-4098
(206) 756-5746
Starting Date: 1983
Ending Date: 1987

Purpose: The central mission of the Pierce County Cooperative is to dovetail the efforts of secondary vocational and special educators in order to (1) enhance the job entry-level skill development of mildly handicapped youth and (2) enhance the preparation of mildly handicapped youth for postsecondary vocational education. The cooperative emphasizes participative management, extensive data collection, extensive staff development, and on-site consultive help.

Project STRIVE

Donna Rotengen or David Lenox, Contact Person
Morris Hills Regional District
MTD #3 Knoll Drive, Denville
Rockaway, NJ 07866
(201) 989-2759

Purpose: The objectives of Project STRIVE are as follows: (1) improve basic skills -- reading, writing, and mathematics; (2) improve daily attendance and reduce the drop out rate; (3) provide academic and vocational support services through supplemental and remedial assistance; (4) assist in job placement; (5) monitor job placement opportunities through appropriate co-op programs; (6) foster more appropriate scheduling of sequential courses that correspond with students' aptitudes and career interests; (7) provide an intensive individual and group counseling program for students and parents; (8) initiate a flexible school program; (9) provide career and vocational assessment and counseling; and (10) establish two vocational resource centers in the district.

Special Needs Transition Program

Jeff Theis, Contact Person
Carver-Scott Cooperative Center
401 E. 4th Street
Chaska, MN 55318
(612) 448-5787

Purpose: The goals for the Special Needs Division include (1) providing career exploration and pre-vocational orientation to students so they can develop realistic understandings of the world of work; (2) providing remedial instruction in basic skills related to vocational education; (3) assisting students in the transition from school to the world of work; (4) assessing student's needs and strengths that relate to the student's goals; (5) providing students an alternative form of education emphasizing basic skills, improvement of self-concept, and career development through individual instruction; (6) providing individual programs for emotionally/behaviorally disordered adolescents in a variety of areas through the use of academic and career support, individual and family counseling and behavioral programming; and (7) assisting students with special educational needs to achieve their educational/career goals.

Vocational Department: Promising "Signs"

Patrice DiNatale or Louis Bianchi, Contact Person
Horace Mann School for the Deaf
40 Armington Street
Allston, MA 02134
(617) 787-5313

Purpose: Through this program each student will (1) become an independent, educated citizen, (2) become a self-actualized individual, (3) develop a vocational skill training area, and (4) sustain competitive employment.

Vocational Education Preparation for Special Education Students

Mary Ann Williams, Contact Person
Davis County School District
45 E. State Street
Farmington, UT 84025
(801) 451-1154 or 1169

Purpose: The objectives of this project are to: (1) identify students requiring special vocational attention; (2) provide vocational evaluation when needed to determine the area(s) of probable student success; (3) develop and implement training programs to meet identified student needs; (4) provide students with job search assistance, placement and follow-up; and (5) evaluate the program's effectiveness in meeting students' needs.

Vocational Entry/Exit Level Skills Project:

An Instructional Management System
Sharon Price or Larry Lutz, Contact Person
Lake Area Vocational Technical School
Camdenton R-III District
P.O. Box 809
Camdenton, MO 65020
(314) 346-5651

Purpose: The project provides the following to all identified handicapped and disadvantaged students: (1) career awareness for students in grades six through ten; (2) guidance and motivation for vocational training and transition to the world of work; (3) development of pre-vocational skills for students in grades six through ten; (4) vocational exploration and evaluation for all students in grades nine and ten; (5) appropriate vocational placement; (6) adjusted curriculum, assistive devices and one to one supplemental instruction in vocational training settings; (7) ongoing career planning assistance and guidance for individual students; (8) transition to the world of work; and (9) utilization of outside agencies for direct assistance to students.

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a nationwide network of six curriculum coordination centers sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. The network promotes sharing of curriculum, professional development of state and local educators, research in curriculum design methodology, and coordination of development among states.

East Central Curriculum Coordination Center

Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375

States Served: Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, Wisconsin

Midwest Curriculum Coordination Center

Richard Makin, Director
Department of Vocational and Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364

(405) 377-2000 Ext. 398

States Served: Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Northeast Curriculum Coordination Center

Martha Pocsi, Director

New Jersey State Department of Education

Division of Vocational Education

Crest Way

Aberdeen, NJ 07747

(201) 290-1900

States Served: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

Northwest Curriculum Coordination Center

Bill Daniels, Director

Old Main -- Room 478

Saint Martin's College

Lacey, WA 98503

(206) 438-4456

States Served: Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming

Southeast Curriculum Coordination Center

Jimmy McCully, Director

Research and Curriculum Unit

P.O. Drawer DX

Mississippi State, MS 39762

(601) 325-2510

States Served: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Western Curriculum Coordination Center

Lawrence F. H. Zane, Director

University of Hawaii

1776 University Avenue, Wist 216

Honolulu, HI 96822

(808) 948-7834

States Served: American Samoa, Arizona, California, Guam, Hawaii, Nevada, Northern Marianas, Trust Territory

**STATE VOCATIONAL AND TECHNICAL
EDUCATION CURRICULUM CENTERS**

The curriculum centers identified in this section generally act as research, referral, and resource centers by providing free services to the vocational educators and administrators of each state. The resource center's staff responds to requests in all vocational subject areas including agriculture, business/distributive education, health, home economics, special needs, cooperative education, industrial arts, plus the vocational education concerns of gender equity and guidance. Bilingual and Indian resources are also being added to the resource collection. Specific services available from each center vary, but generally include: workshops in curriculum development and use, re-printing/production and dissemination of curriculum and instructional materials.

ALABAMA

Vocational Curriculum Research, Evaluation Center

James Kendrick, Director

Division of Vocational Education Services

Room 802

State Office Building

Montgomery, AL 36130

(205) 261-5225

ALASKA

Alaska Vocational Materials Library

Verdell Jackson, Director

Alaska Department of Education

Office of Adult and Vocational Education

P.O. Box F

Juneau, AK 99811

(404) 465-4685

ARIZONA

Arizona Center for Vocational Education

Robert Kerwood, Director

P.O. Box 6025

Northern Arizona University

Flagstaff, AZ 86011

(602) 523-5442

ARKANSAS

Media Implementation Center

Bruce Simpson, Director

7701 1/2 Scott Hamilton Drive

Little Rock, AR 72076

(501) 371-1153

Arkansas Vocational Curriculum Dissemination Center
Bobbie Biggs, Director
Graduate Education Building
University of Arkansas
Fayetteville, AR 72701
(501) 575-6606

CALIFORNIA

Vocational and Occupational Information Center
for Educators (VOICE)
Nona Verloo, Director
Suite 385
560 J. Street
Sacramento, CA 95814
(916) 445-0101

DISTRICT OF COLUMBIA

Vocational Education Curriculum Department
Sylvia W. Liggins, Director
Miner Resource/Learning Center
601 15th Street, N.E.
Washington, DC 20002
(202) 724-4207

FLORIDA

Center for Instructional Development and Services
David Redfield, Director
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054
(800) 428-1194

GEORGIA

Instructional Materials and Services Center
Orien Hall, Director
State Board of Postsecondary Vocational Education
3417 Oakcliff Road
Atlanta, GA 30340
(404) 451-1814

Vocational Education Materials Center (VEMC)
Rhonda Hefner Packer, Director
University of Georgia
Green Street
Athens, GA 30602
(404) 542-4592

HAWAII

Hawaii Vocational Curriculum Center
Larry Zane, Director
1776 University Avenue, Wist 216
Honolulu, HI 96822
(808) 948-7834

IDAHO

Idaho Vocational Curriculum Dissemination Center
Kathy Ledington, Director
University of Idaho
Moscow, ID 83843
(208) 885-6556

ILLINOIS

Illinois Vocational Curriculum Center
Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-IVCC (Illinois only)

INDIANA

Vocational Education Services
James Pershing, Director
840 State Road, 46 Bypass
Room 100
Indiana University
Bloomington, IN 47405
(812) 335-6711
(800) 544-1469 (Indiana only)

IOWA

Iowa Curriculum Assistance System
John Van Ast, Director
NOO8 Lagomarcino Hall
Iowa State University
Ames, IA 50011
(515) 294-8919

KANSAS

Kansas Vocational Curriculum Dissemination Center
Hubert Reid, Director
Pittsburg State University
1701 South Broadway
Pittsburg, KS 66762
(316) 231-7000 Ext. 4629

KENTUCKY

Curriculum Development Center
John Horton, Director
2024 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-2890

LOUISIANA

Vocational Curriculum Development and Research Center

David Poston, Director

P.O. Box 1159

Natchitoches, LA 71458-1159

(318) 352-5348

MAINE

Vocational Curriculum Resource Center of Maine

Sue Donar, Director

KVVTI

P.O. Box 29, Outer Western Avenue

Fairfield, ME 04937-0029

(207) 453-9762 Ext. 170

MARYLAND

Maryland Vocational Curriculum Research and Development Center

Joseph English, Director

J. M. Patterson Building

University of Maryland

College Park, MD 20742

(301) 454-2260

MASSACHUSETTS

Massachusetts Vocational Curriculum Resource Center

Carol Laughlin, Director

758 Marrett Road

Lexington, MA 02173

(617) 863-1863

MICHIGAN

Michigan Vocational Education Resource Center

Gloria Kielbasco and Cas Heilman

133 Erickson Hall

Michigan State University

East Lansing, MI 48824

(517) 353-4397

(800) 292-1606 (Michigan only)

MINNESOTA

Minnesota Curriculum Services Center

Joseph Daley, Director

3554 White Bear Avenue

White Bear Lake, MN 55110

(612) 770-3943

(800) 652-9024 (Minnesota only)

MISSISSIPPI

Research and Curriculum Unit

James F. Shill, Director

Research and Curriculum Unit

P.O. Drawer DX

Mississippi State, MS 39762

(601) 325-2510

MISSOURI

Instructional Materials Lab (IML)

Harley Schlichting, Director

10 London Hall

University of Missouri-Columbia

Columbia, MO 65211

(314) 882-2883

NEBRASKA

Nebraska Vocational Curriculum Resource Center

Nadine Fahrlander, Director

Kearney State College

West Campus, W 206

Kearney, NE 68849

(308) 234-8462

NEW HAMPSHIRE

Learning Resources Center

Rita Larrow, Director

Mason Library

Keene State College

Keene, NH 03431

(603) 352-1909 Ext. 236

NEW JERSEY

New Jersey Vocational Education Resource Center

Beverly Genetta, Director

Crest Way

Aberdeen, NJ 07747

(201) 290-1900

NEW MEXICO

New Mexico Consortium for Research and

Development in Occupational Education

Jerry Cunico, Director

Department of Technical and Occupational Education

College of Education

University of New Mexico

Albuquerque, NM 87131

(505) 277-6422

Vocational Information and Program Services (VIPS)

Carol Bell, Director

351 Rio Communities Boulevard

Belen, NM 87002

(505) 864-2823

NORTH DAKOTA

North Dakota Vocational Curriculum Library
Jane Schulz, Director
Bismarck State College
1500 Edwards Avenue
Bismarck, ND 58501
(701) 224-5487

OHIO

Instructional Materials Laboratory
Tom Hindes, Director
842 W. Goodale Boulevard
Columbus, OH 43212
(614) 221-4950

Ohio Agriculture Education Curriculum
Materials Service
Roger Roediger, Director
254 Agriculture Administration
2120 Fyffe Road
Columbus, OH 43210-1099
(614) 292-4848

OKLAHOMA

Curriculum and Instructional Materials Center
Richard Makin, Director
Oklahoma State Department of Vocational
Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 377-2000

PENNSYLVANIA

PDE Resource Center
Evelyn Werner, Director
VEIN (Vocational Education Information Network)
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192

SOUTH CAROLINA

Vocational Curriculum Development Section
Robert T. Benson, Director
Office of Vocational Education
1237 Gadsden Street
Columbia, SC 29201
(803) 737-2744

SOUTH DAKOTA

South Dakota Vocational Curriculum Center
Judi Zikmund, Director
306 E. Capitol

Pierre, SD 57501
(605) 224-6287

TENNESSEE

Division of Vocational Education Curriculum Center
Lynn Cohen, Director
Tennessee Department of Education
200 Cordell Hull Building
Nashville, TN 37219-5339
(615) 741-1819

TEXAS

Home Economics Curriculum Center
Betty Robinson, Director
Texas Tech University
P.O. Box 4067
Lubbock, TX 79409-4067
(806) 742-3028

Extension Instruction and Materials Center (EIMC)
Joe Williams, Director
The University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 Ext. 236

Instructional Materials Service
Bill Tomlinson, Director
Texas A & M University
F.E. Box 2588
College Station, TX 77843
(409) 845-6601

Occupational Curriculum Laboratory
Bill Barnes, Director
East Texas State University
Mayo Hall
Commerce, TX 75428
(214) 886-5624

VERMONT

Vermont Home Economics Resource Materials
Irene Shover, Center Coordinator
Oxbow Vocational Center
Box 618
Bradford, VT 05033
(802) 222-5212 Ext. 32

VIRGINIA

Virginia Vocational Curriculum and Resource Center
Flora C. Armstrong, Director
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

WEST VIRGINIA

Vocational Curriculum Laboratory
John Riddle, Director
Cedar Lakes Conference Center
Ripley, WV 25271
(304) 372-7017

WISCONSIN

Vocational Studies Center
Merle Strong, Director
964 Education Science Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-3696

OERI REGIONAL EDUCATIONAL LABORATORIES

Nine regional educational laboratories were established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The educational improvement mission of the labs is facilitated through five functions: (1) working with other regional organizations to apply research and improve schools; (2) assisting State-level policymakers on the implications of education research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

Appalachia Educational Laboratory, Inc. (AEL)

1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400

States Served: Kentucky, Tennessee, Virginia, West Virginia

Far West Laboratory for Educational Research and Development (FWL)

1855 Folsom Street
San Francisco, CA 94103
(415) 565-3000

States Served: Arizona, California, Nevada, Utah

Mid-Continent Regional Educational Laboratory (McREL)

Denver Office
12500 E. Iliff, Suite 201
Aurora, CO 80014
(303) 337-0990

or

Kansas City Office
4709 Belleview Avenue
Kansas City, MO 64112
(816) 756-2401

States Served: Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

North Central Regional Educational Laboratory (NCREL)

295 Emroy Avenue
Elmhurst, IL 60126
(312) 941-7677

States Served: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

Northwest Regional Educational Laboratory (NWREL)

101 S.W. Main Street, Suite 500
Portland, OR 97204
(503) 275-9500

States Served: Alaska, American Samoa, Guam, Hawaii, Idaho, Montana, Northern Mariana Islands, Oregon, Washington

Regional Laboratory for Educational Improvement of the Northeast and Islands

290 South Main Street
Andover, MA 01810
(617) 470-0098

Areas Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

Research for Better Schools (RBS)

444 N. Third Street
Philadelphia, PA 19123
(215) 574-9300

Areas Served: Delaware, District of Columbia, Maryland, Pennsylvania, New Jersey

Southeastern Educational Improvement Laboratory (SEIL)

P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, NC 27709-2746
(919) 549-8216

States Served: Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

Southwest Educational Development Laboratory (SEDL)

211 E. Seventh Street
Austin, TX 78701
(512) 476-6861

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

1420 Sixteenth Street, N.W.
Washington, DC 20036
(202) 328-0216

ALABAMA

Stephen Franks
State Director
Division of Vocational Education Services
State Department of Education
887 State Office Building
Montgomery, AL 36130
(205) 261-5198

ALASKA

Karen Ryals
State Director
Adult & Vocational Education
State Department of Education
Goldbelt Place
801 W. 10th Street, Pouch F
Juneau, AK 99811
(907) 465-4685

ARIZONA

Barbara Border
State Director of Vocational Education
1535 W. Jefferson
Phoenix, AZ 85009
(602) 255-5343

ARKANSAS

Lonnie McNatt
Acting Director for Vocational
Technical & Adult Education
State Department of Education
406 State Education Building W. 505D
#3 Capitol Mall
Little Rock, AR 72201-1083
(501) 371-2165

CALIFORNIA

James T. Allison
Assistant Superintendent/Director
Vocational Education Division
State Department of Education
P.O. Box 944272, 721 Capitol Mall
Sacramento, CA 95814-4785
(916) 445-3314

STATE DIRECTORS OF VOCATIONAL EDUCATION

This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

NATIONAL OFFICE

Madeleine B. Hemmings
Executive Director
National Association of State
Directors of Vocational Education
1420 Sixteenth Street, N.W.
Washington, DC 20036
(202) 328-0216

Charlene R. Bright
Staff Assistant
National Association of State
Directors of Vocational Education

COLORADO

Dorothy Horrell
Vice President of Educational Services
Colorado Community College and
Occupational Education System
1391 N. Speer Boulevard, Suite 600
Denver, CO 80204
(303) 620-4057

CONNECTICUT

Theodore Sergi
Associate Commissioner/Director
Division of Vocational and
Adult Education
State Department of Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4000

DELAWARE

Thomas M. Welch
State Director of Vocational Education
State Department of Public Instruction
J.G. Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4638

DISTRICT OF COLUMBIA

Otho E. Jones
Division of Career and Continuing Education
Brown Administrative Unit
26th Street & Benning Road, N.E.
Washington, DC 20002
(202) 724-2097

FLORIDA

Robert Howell
State Director
Division of Vocational Education
State Department of Education
Knott Building
Tallahassee, FL 32201
(904) 488-8961

GEORGIA

William P. Johnson
Associate State Superintendent
of Vocational Education
State Department of Education
1766 Twin Towers East
Atlanta, GA 30334
(404) 656-6711

HAWAII

Lawrence A. Inaba
State Director
Vocational Education
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, HI 96822
(808) 948-7461

IDAHO

J. William Ullery
State Administrator
Idaho Division of Vocational Education
State Board of Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

ILLINOIS

Richard J. Miguel
Assistant Superintendent
Department of Adult, Vocational
and Technical Education
State Department of Education
100 N. First Street
Springfield, IL 62777
(217) 782-4627

INDIANA

William E. Christopher
Commissioner
Indiana Commission on
Vocational & Technical Education
325 W. Washington Street
Indianapolis, IN 46204
(317) 232-1814

IOWA

Phyllis Herriage
Director of Career Education
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4702

KANSAS

Ferman P. Marsh
Assistant Commissioner
State Department of Education
120 E. Tenth Street
Topeka, KS 66612
(913) 296-3951

KENTUCKY

Audrey T. Carr
Associate Superintendent
for Vocational Education
State Department of Education
2011 Capital Plaza Tower
Frankfurt, KY 40601
(502) 564-4286

LOUISIANA

Don R. Wood
Assistant State Superintendent
of Vocational Education
State Department of Education
Capitol Station - Box 94064
Baton Rouge, LA 70804-9064
(504) 343-3524

MAINE

William H. Cassidy
Associate Commissioner
Bureau of Vocational Education
Department of ECS
Education Building State 23
Augusta, ME 04333
(207) 289-5854

MARYLAND

Addison S. Hobbs
Assistant State Superintendent
Vocational Technical Education
State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2075

MASSACHUSETTS

David F. Cronin
Associate Commissioner
Division of Occupational Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7350

MICHIGAN

Lola V. Jackson
State Director
Vocational Technical Education
State Department of Education
P.O. Box 30009
Lansing, MI 48909
(517) 373-3373

MINNESOTA

Joseph P. Graba
State Director
State Board of Vocational Technical Education
565 Capitol Square
550 Cedar Street
St. Paul, MN 55101
(612) 296-3995

MISSISSIPPI

Elywn Wheat
Associate State Superintendent
Vocational Technical Education
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3088

MISSOURI

Frank Drake
Assistant Commissioner/Director
of Vocational Education
State Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2660

MONTANA

Brady J. Vardemann
Deputy Commissioner of
Vocational Technical Education
Montana University System
33 S. Last Chance Gulch
Helena, MT 59920-2602
(406) 444-6570

NEBRASKA

Marge Harouff
Assistant Commissioner for
Vocational Education
State Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4800

NEVADA

Bill Trabert
Director
Vocational Education
State Department of Education
400 W. King Street
Carson City, NV 89710
(702) 885-3144

NEW HAMPSHIRE

G. William Porter
Director of VTS
Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3453

NEW JERSEY

Lloyd J. Newbaker
Assistant Commissioner of
Vocational Education
State Department of Education
225 W. State Street
Trenton, NJ 08625
(609) 292-6340

NEW MEXICO

Albert Zamora
State Director
Vocational Technical Education
State Department of Education
300 Don Gaspar
Santa Fe, NM 85703
(505) 827-6511

NEW YORK

James A. Kadamus
Assistant Commissioner for
Occupational and Career Education
State Department of Education
One Commerce Plaza, Room 1624
Albany, NY 12234
(518) 474-3981

NORTH CAROLINA

Clifton B. Belcher
Director
Division of Vocational Education
Department of Public Instruction
116 W. Edenton Street
Raleigh, NC 27611
(919) 733-7362

NORTH DAKOTA

Carrol E. Burchinal
Director/Executive Officer
State Board of Education
State Capitol, 15th Floor
Bismark, ND 58505
(701) 224-2259

OHIO

Darrell L. Parks
Director of Vocational and
Career Education
Ohio Department of Education
65 S. Front Street, #907
Columbus, OH 43215
(614) 466-3430

OKLAHOMA

Roy V. Peters, Jr.
State Director
State Department of Education
1500 W. Seventh Avenue
Stillwater, OK 74074
(405) 377-2000

OREGON

Monty Multanen
Assistant Superintendent
Division of Vocational Education
State Department of Education
700 Pringle Parkway, S.E.
Salem, OR 93710
(503) 378-2337

PENNSYLVANIA

Jacqueline Cullen
State Director of Vocational Education
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5530

RHODE ISLAND

Frank M. Santoro
Deputy Assistant Commissioner
for Vocational Education
Roger Williams Building, #222B
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Moody Oswald
Director
Office of Vocational Education
State Department of Education
908 Rutledge Office Building
Columbia, SC 29201
(803) 734-8400

SOUTH DAKOTA

Larry P. Zikmund
State Director
Division of Vocational Technical Education
Richard Kneip Building
700 Governors Drive
Pierre, SD 57501-2293
(605) 773-3423

TENNESSEE

Marvin Flatt
Assistant Commissioner
Division of Vocational Education
State Department of Education
200 Cordell Hull Building
Nashville, TN 37219
(615) 741-1716

TEXAS

J. R. Cummings
Assistant Commissioner for
Programs, Funding & Compliance
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-8370

UTAH

Joe O. Luke
State Director
Office of Vocational Education
Utah State Office of Education
250 E. 500 South
Salt Lake City, UT 84111
(801) 533-4021

VERMONT

Gerard A. Asselin
Director
AVTE
State Department of Education
State Office Building
Montpelier, VT 05602
(802) 828-3101

VIRGINIA

Jerry Hicks
State Director
Vocational & Adult Education
Department of Education
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TOLL-FREE NUMBERS FOR SPECIAL NEEDS RESOURCES/INFORMATION

The 800 numbers exist as a service helping to increase accessibility to concerned callers about the information and services the individual organization provides.

ABLEDATA.....	(800) 344-5405
American Association on Mental Deficiency	(800) 424-3688
American Association for Vocational Instructional Materials.....	(800) 228-4689
American Council of the Blind	(800) 424-8666
American Foundation for the Blind	(800) 232-5463
American Speech-Language-Hearing Association	(800) 638-8255
Captioned Films for the Deaf	(800) 237-6213
Center for Special Education Technology Information Exchange	(800) 345-8324
Epilepsy Foundation of America.....	(800) 332-1000
ERIC Clearinghouse on Adult, Career and Vocational Education.....	(800) 848-4815
ERIC Clearinghouse on Rural Education and Small Schools.....	(800) 624-9120
Federal Student Financial Aid Information.....	(800) 333-INFO
The Foundation Center	(800) 424-9836
Higher Education and the Handicapped (HEATH) Resource Center	(800) 544-3284
IBM National Support Center for Persons with Disabilities	(800) 426-2133
Job Accomodation Network.....	(800) 526-7234
Job Opportunities for the Blind.....	(800) 638-7518
Missouri LINC-University of Missouri-Columbia (Missouri Only)	(800) 392-0533
National Association for Hearing and Speech Action	(800) 638-8255
National Center for Youth with Disabilities	(800) 333-6293
National Clearinghouse for Bilingual Education	(800) 647-0123
National Committee for Citizens in Education	(800)-NETWORK
National Crisis Center for the DEAF.....	(TDD)(800) 446-9876
National Cystic Fibrosis Foundation.....	(800) 344-4823
National Down Syndrome Congress	(800) 232-NDSC
National Easter Seal Society	(800) 221-6827
National Health Information Center	(800) 336-4797
National Information Center for Children and Youth with Handicaps (NICHCY) (recorded message)	(800) 999-5599
National Information Center for Media.....	(800) 421-8711
National Information Center on Deafness.....	(800) 672-6720
National Multiple Sclerosis Society.....	(800) 227-3166
National Organization on Disability	(800) 248-2253
National Rehabilitation Information Center	(800) 346-2742
National Special Needs Center.....	(800) 233-1222
	(TDD)(800) 833-3232
National Spinal Cord Injury Association.....	(800) 962-9629
National Spinal Cord Injury HOTLINE (24 hr)	(800) 526-3456
Maryland.....	(800) 638-1733
Orton Dyslexia Society.....	(800) 222-3123
PACER Center, Inc. (Minnesota only).....	(800) 53PACER
Research and Improvement Information Services.....	(800) 424-1616
Resource Center for the Handicapped.....	(800) 22-SHARE
Special Education Software Center.....	(800) 327-5892
Spina Bifida Hotline.....	(800) 621-3141
United Cerebral Palsy.....	(800) 872-1827
U.S. Department of Education Information Office	(800) 424-1616
Vocational Rehabilitation Hotline	(800) 222-JOBS
Vocational Research Institute.....	(800) VRI-JEVS

**NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)
of the
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION**

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The Technical Assistance for Special Populations Program (TASPP) is a service function of the National Center for Research in Vocational Education, at the University of California, Berkeley. Housed at the University of Illinois, a subcontractor of the National Center, it is designed to assist in the improvement of vocational education programs for special needs youth and adults. TASPP's direction is guided by a national task force comprised of principal investigators from the various Center institutions as well as national leaders in the field of vocational education for special populations.

The TASPP goals are to: (1) provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; (2) initiate and support networks of professionals serving the vocational education needs of special groups; and (3) provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations.

**For more information on the Technical Assistance
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